



# **Orford CEVA Primary School**

Equality information and objectives

**We are 'seeds sown in the good soil'**

**(Matthew 8:23)**

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# 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The ethos committee will:

- Meet with the head teacher every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing, as relevant to the school, how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racism or bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community and further afield
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We will develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is affordable to disadvantaged pupils

## 8. Equality objectives

Objective	Which group(s) with protected characteristics will this benefit/	Actions and who will be involved?	Timescale	Which general duty/ies will it address?	How will we measure our success?
<b>To promote cultural development and understanding of diversity through a rich range of experience, both in and beyond the school</b>	Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment,	<p>Programme of visits to include places of worship and larger towns and cities</p> <p>Programme of visitors organised for assemblies and special events to share different faiths and cultures</p> <p>Curriculum set up so books, lesson content, examples used are diverse and represent different religions, protected characteristics and cultures.</p> <p>Senior Leadership Team, Subject leaders, Collective Worship coordinator</p>	<p>Visit and visitors programme ongoing</p> <p>Termly visits or visitors</p> <p>No Outsiders Weekly</p>	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	<p>Pupils in the school will have a wider experience of a divergent society</p> <p>Children understand that they are part of a multi-faith society and learn the values of other religions</p>
<b>To ensure that all pupils are given</b>	Disability, Gender, Race, Religion or	Analysis of register of attendance.	Termly Annual	Advance equality of opportunity between	Increase of attendance to after-school

<p><b>similar opportunities with regards to after-school clubs and activities</b></p>	<p>belief,</p>	<p>Using PPG or external funding to cover costs of clubs</p> <p>Speaking to individual parents to overcome barriers, such as child care for siblings</p> <p>Headteacher and teaching staff</p>	<p>nnaire to pupils/parents about clubs</p>	<p>people who share protected characteristics and those who do not</p>	<p>clubs.</p> <p>All disadvantaged, SEND and bus children attend at least one club or activity during the year.</p>
<p><b>Close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children</b></p>	<p>Disability, Gender, Race,</p>	<p>Modify provision in order to meet all children's needs and interests (especially maths)</p> <p>Use pupil progress meetings to track progress of these children and put specific strategies in place if they are not</p> <p>Improve parental engagement by coming into school and being part of the learning experience</p> <p>Class teachers, SENDCo, parents</p>	<p>Ongoing - see SDP</p> <p>Termly, with follow-up monitoring</p> <p>Weekly assemblies, ongoing additional opportunities</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>Progress for these pupils will be in line with those of their peers.</p>

## 9. Monitoring arrangements

The headteacher and ethos committee will update the equality information we publish, described in sections 4-7 above, every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.