



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
"Striving for excellence together in a caring Christian community."

RESPECT COMPASSION COURAGE



EQUALITY INFORMATION AND OBJECTIVES

Responsibility: Governing Body

Approved on: 23/8/22

Signed: [Signature] (Chair of Governors)

To be updated: Every four years (or earlier if legislation changes)

Last reviewed:

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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 the Department for Education (DfE) document [The Equality Act 2010 and schools](#) and additional guidance at <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, children 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
- Meet regularly with members of staff to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend/complete appropriate equality and diversity training
- Discuss issues arising at meetings of the governing body.

The Headteacher will:

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

School staff will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and children
- Meet with the governors to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and attend/complete training as necessary

All school staff are expected to have regard to this document and to work to achieve 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. Under the Equality Act we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We carefully consider and analyse the impact of our policies on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED)

requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings and briefings. New staff receive training on the Equality Act as part of their Induction, and all staff are required to complete refresher training (e.g. the LSCB e-learning module Equality and Inclusion in Health, Social Care or Children's and Young People's Settings as part of the training pathway). Staff make senior leaders and governors aware of issues as appropriate.

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. children with disabilities, or children who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling children to carry out religious practices)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school clubs)

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

- Publish attainment data each academic year showing how children 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 homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children

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, children will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Children 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
- Encouraging and implementing initiatives to deal with tensions between different groups of children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the school's activities, such as sports clubs.

- We aim to 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:

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

The school carries out an Equality Impact Assessment to ensure we actively consider our equality duties and ask ourselves relevant questions. This takes place at the same time as the risk assessment when planning school trips and activities.

8. Equality objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Current objective(s):

To develop professional practice to be consistently good or better in order to promote good progress and outcomes for ALL children, regardless of gender, including disadvantaged children and children with SEND.

9. Monitoring arrangements

The school will update the equality information we publish and our equality objective at intervals no greater than four years. However, progress against objectives is monitored and reviewed continually.

10. Links with other policies

This document links to the following policies, plans and procedures:

- Accessibility plan
- Risk assessment procedures
- Supporting children with Medical Conditions
- SEND Policy
- Anti-bullying Policy
- Behaviour Policy
- Educational Visits Policy
- PSHE/RSE Policies