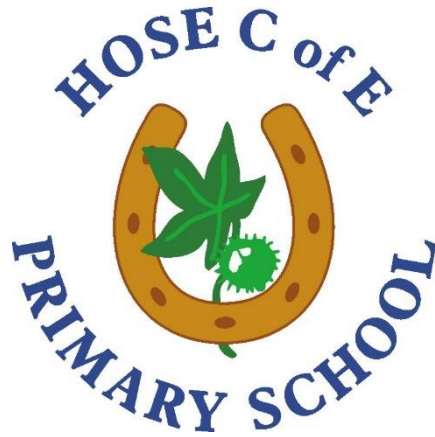


Hose Church of England Primary School



Equality Information and Objectives Policy 2023 - 2028

"Whatever you do, work at it with all your heart" Colossians 3.23.

Headteacher: Lianne Hough

Chair of Governors: Emily Greasley

Policy reviewed by: Headteacher on 30th November 2023

Review: November 2024

Contents

1, Aims	3
2, Legislation and guidance	3
3, Roles and Responsibilities.....	3
4, Eliminating discrimination	3
5, Advancing equality of opportunity	4
6, Fostering good relations	4
7, Equality considerations in decision making.....	5
8, Staff recruitment and Professional Development	5
9. Equality Objectives	6
10. Monitoring arrangements.....	6
11. Links to other policies and documents	6

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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

The characteristics that are protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage or civil Partnership (in employment only)
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 societies)

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

- Publish attainment data each academic year showing 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 homophobic or transphobic 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 and the ethos of the school. 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
- 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 also work with parents to promote knowledge and understanding of different cultures
- 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 SEND or barriers to participation
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8, Staff recruitment and Professional Development

The schools have measures in place to ensure that there is no discrimination in application processes, or with staff development:

All posts are advertised formally and open to the widest pool of applicants possible

At least one member of the short-listing and interviewing will be trained with Safer Recruitment and will have read the Equality Policy

Access to opportunities for professional development is monitored on equality grounds

All staff are made aware of the Equalities Policy and the Equality objectives.

9. Equality Objectives

Objective 1: To continually consider how well the school ensures equality of opportunity for all pupils, particularly those with special educational needs and / or disabilities.

Why we have chosen this objective:

- We have pupils with a range of additional needs present in school, including but not exclusively; ASC, ADHD and specific learning disabilities.

To achieve this objective, we plan to:

- Consider our curriculum carefully to ensure all pupils are included.
- Ensure any extra-curricular activities and trips or special events are accessible to all.
- Consider the needs of individuals and groups when planning learning experiences in and out of the classroom.

Progress towards this objective: (to be reviewed in October 2024)

Objective 2: To promote the understanding of cultural diversity.

Why we have chosen this objective:

- This is a pertinent issue in the wider world.
- We recognise that our school lacks diversity in terms of culture and belief.

To achieve this objective, we plan to:

- Develop our PSHE curriculum to support the celebration of difference and understanding of the benefits to a diverse culture and community.
- Plan a rich range of experiences through our RE curriculum with visitors and visits beyond the village.
- Use assemblies to support teaching in British Values and protected characteristics.
- Ensure staff are trained and supported to feel confident to promote the ethos of our school and to challenge any use of racist or hate speech.
- Provide opportunity for open discussion and learning to develop children's respect and understanding of others.
- Consider the wider curriculum and how Diversity can be taught through History, Geography and Science lessons, as well as other subjects.
- Consider the books that we read with the children and ensure a diverse range of people, ideas and beliefs are represented within those texts and support children to make links with learning in other subjects.

Progress towards this objective: (to be reviewed in October 2024)

10. Monitoring arrangements

The Governing Body and Headteacher will update the equality information we publish, described in sections 4-8 above, at least every year.

This document will be reviewed by Governing Body and Headteacher at least every 4 years. This document will be approved by Head teacher and Governing Body.

11. Links to other policies and documents

This document links to the following policies:

- Accessibility plan
- Positive behaviour Policy
- Staff Handbook and Code of Conduct
- Risk Assessments