

Equality information and objectives



Buckingham Park
Church of England Primary School

Approved by:	Governing Body	Date: November 2021
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	5
9. Monitoring arrangements.....	6
10. Links with other policies.....	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](#).

This document also complies with our funding agreement and articles of association.

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 equality link governor is Carla Martin. They will:

Meet with the designated member of staff for equality every term 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

Attend appropriate equality and diversity training

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

The designated member of staff for equality will:

Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

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 year. This training is delivered by the Assistant Head Teacher in whole staff inset.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these 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. 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. 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

We have developed 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

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 organizing the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To ensure our school teaching community reflects our pupil and families' protected characteristics.

To achieve this objective we plan to: Analyze recruitment data, applications and those recruited into substantive posts. Review advert content and where positions are advertised to maximize reaching applicants from these communities.

Progress we are making towards this objective: Will be measured termly, minimum.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: To meet the needs of those members of staff with disability, thereby supporting their wellbeing possible wellbeing needs associated with their experiences.

To achieve this objective we plan to: Continue to monitor the site for accessibility, annually, issue staff questionnaires regarding experiences and improvements that could be made.

Progress we are making towards this objective: will be monitored at least annually.

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure the access and equality of opportunity to those applicants with protected characteristics by raising awareness and understanding of employment legislation for staff involved in the recruitment process.

To achieve this objective we plan to: Organize training for those staff members involved in recruitment and selection by October 2021.

Progress we are making towards this objective: Will be measured by attendance data and subsequent recruitment and selection processes.

Objective 4

Train all staff in better supporting and understanding the diversity of our community and ensure their needs are met and understood.

Why we have chosen this objective: Increasing numbers of individuals with protected characteristics, in our school community and a need to ensure all staff are aware of the needs and adjustments required in order to meet legal and moral obligations around protected characteristics and the areas of school that will need consideration.

To achieve this objective we plan to: Raise awareness of protected characteristics and how best we can meet needs and make reasonable adjustments to the site, curriculum and access to wider life of the school.

Progress we are making towards this objective: Will be measured via analysis of curriculum, pupil voice feedback and equality impact assessments as part of our educational visits paperwork and considerations.

9. Monitoring arrangements

The equalities governor Carla Martin, along with the Assistant Head teacher for Inclusion will update the equality information we publish, described in sections 4-7 above.

This document will be reviewed by Equalities governor Carla Martin and Assistant Head teacher for Inclusion at least every 4 years.

This document will be approved by the co-chairs of governors, governing body and Headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN policy
- SEND information report
- Admissions
- Behaviour policy
- Teaching and Learning policy
- Curriculum policy
- Recruitment and retention policy
- Induction handbook
- SEN handbook