

# Equality information and objectives



<b>Approved by:</b>	KEVIN REILLY Chair of Governors	<b>Date:</b> September 2023
<b>Last reviewed on:</b>		
<b>Next review due by:</b>	September 2024	

## 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 headteachers
- 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 headteachers will:

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

## 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.

## 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.
- 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 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 between People

We want our school community to provide a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

*This will help schools to show how they are fostering good relations, to comply with equalities legislation.*

Examples	Steps the school / setting has taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> <li>-The EYFS team work closely with families (including home visits) to give children the best start to their time at school.</li> <li>-All new parents receive a welcome pack when their child starts the school and are invited to a welcome evening.</li> <li>The school uses tapestry to make observations and to keep parents informed on their child’s progress in EYFS.</li> <li>-Assemblies on a variety of topics to support wellbeing and highlight equal opportunities.</li> <li>-Individuals who are socially and emotionally vulnerable “check in” with staff.</li> <li>-Embedded PSHE curriculum and personal development curriculum.</li> <li>- Lunchtime activities to promote team work and fair play through the training up of play leaders and the adults setting this up for them.</li> <li>Suffolk Mind to support the wellbeing of children.</li> </ul>
Pupil Voice:	<ul style="list-style-type: none"> <li>-Peer mentors at lunchtimes – trained up so they can be effective in this role.</li> <li>-Regular pupil perception interviews on various subjects</li> <li>-School council</li> <li>-Mini Vinnies</li> <li>-Safeguarding ambassadors</li> <li>- Rights Respecting council</li> </ul>

Community Links:	<p>Fundraising Committee. The children raise money for other local / Catholic charities (annual rolling programme).</p> <p>Parents from protected groups are encouraged into school to share their culture / language: e.g. multicultural days (Although this has seen a drop in response from families)</p> <p>As part of their learning about other faiths, children have visited the local Hindu Samaj and the Jewish synagogue in Colchester and we have also had visitors from the local Hindu and Jewish communities in recent years. We have links with our parish community and parish priest.</p> <p>The children visit the church at least termly outside of worship (e.g. to learn about their faith).</p> <p>We have had visits from: the NSPCC; police, firemen and Ignite.</p> <p>Parents were invited in to share musical talent as part of our Arts week. This also included learning about a range of different artists.</p> <p>Starting our Rights Respecting Schools Journey.</p>
Removing Barriers and Reasonable Adjustments:	<p>The school office use text messaging and emails for contacting parents / carers.</p> <p>Staff are always available to “meet and greet” at the start and end of each day. We operate an open door policy.</p> <p>The school is on a flat campus which is readily accessible.</p> <p>When we have previously had deaf parents at the school we have always ensured signers are in attendance at events such as parents evening and school plays.</p> <p>Where in the past English has proven difficult for some parents we have had translators involved.</p>

## 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

### How we have involved people in developing equalities at our school:

Examples	Steps the School / setting has taken
Pupil Voice:	All pupils have had class discussions during PSHE sessions on the importance of equality for all. Introduction of the Rights Respecting council to discuss key issues. Role of the school council in developing a school-wide voice.
Parents / Carers / Guardians:	The equalities policy, workbook and action plans will all be published on the school website and parental feedback will be welcomed. This will be fed into the workbook and action plans for the following year.
Staff:	The equalities policy, workbook and action plans have been shared with all staff. Staff have received training on ensuring the best for all children

	through staff meetings and external training. (e.g. Attachment theory and ADHD)
Local Community:	We try to expose our children to as many different groups on our local community as possible including people of a variety of ethnic and language backgrounds through our multicultural work and learning about other faiths.
Governors:	The headteachers and equalities governor (Paul Phillips) have worked closely on all aspects of developing equalities.

## **How we eliminate unlawful discrimination, harassment and victimisation**

<b>Examples</b>	<b>Steps the School has Taken</b>
Exclusions Data:	We will only exclude in extenuating circumstances. One half day exclusion given this year.
Victimisation and Discrimination:	We review our recruitment procedures on a regular basis and senior staff have all undertaken Safer Recruitment training.
Monitoring of Incidents:	All staff are required to monitor and record prejudice related incidents. This is now recorded on My Concern where clear records of how this has been followed up have been kept. This also helps to track any patterns or trends. The Head teachers will then report through LA procedures.
Anti-Bullying and Harassment:	Our school has a very positive approach to behaviour and as such incidences of bullying are very rare but when they are reported procedures are followed up by a senior member of the school in line with our school bullying policy.

## **Our Equality Objectives**

We have considered the information collected above and have identified 2 key objectives that our school will focus on this year. These objectives will help us to meet the three aims of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

### **Our equality objectives are:**

1. To foster good relationships between pupils and to challenge any views through developing our inclusive ethos in our whole school curriculum and the wider school community. (Building on last year)
2. To advance equality of opportunity by ensuring that all pupils have access to effective vocabulary instruction. (Building on last year)
3. To raise the attainment and improve the achievement of children with SEND in all areas of their learning.

## Equality Objectives and Action Plan for period September 2023 - September 2024

<b>Objective</b>	<b>Actions</b>	<b>Who will be involved?</b>	<b>Timescale</b>	<b>How will we measure our success?</b>
<p>To foster good relationships between pupils and to challenge any views through developing our inclusive ethos in our whole school curriculum and the wider school community.</p>	<p>Deliver the message of inclusivity through school assemblies and challenge and respond to any views as they happen – keeping record of this on my concern.</p> <p>Introduce and embed the new trust wide PSHE curriculum.</p> <p>Build on the Rights Respecting School journey we have started.</p> <p>Celebrate global events and special days which recognise what we have in common.</p> <p>Making sure our curriculum celebrates famous figures across a range of different groups.</p>	<p>Headteachers Assistant head. Ks Leads. Curriculum leaders Rights Respecting Lead.</p>	<p>Autumn 2023 onwards</p>	<p>Pupil Voice about who and what they have learnt about.</p> <p>Less prejudice related incidents and where there are incidents these are clearly followed up on in a manner suitable for what has happened.</p> <p>Aims 1 Eliminate unlawful discrimination &amp; 2 advance equality of opportunity are evident in pupil contributions.</p>

	Re-introduce community aspects of the life of the school – valuing the wide variety of cultures of the families in our school. Celebrate this through a whole school display.			
To advance equality of opportunity by ensuring that <b>all pupils</b> have access to effective vocabulary instruction especially children with EAL.	<p>To continue to provide CPD.</p> <p>CUSP curriculum with greater emphasis on vocabulary instruction.</p> <p>Language link assessment used as an assessment tool for EYFS</p> <p>Weekly pre teaching during assembly time for those pupils with EAL.</p>	<p>All teachers</p> <p>All teachers</p> <p>SENCO EYFS and KS1 Team</p> <p>All teachers</p>	Autumn 2023 Onwards	<p>Staff subject knowledge will improve and new initiatives will be undertaken.</p> <p>Pupils can recall and use previously taught words.</p> <p>Speech and language support will be in place for pupils to advance equality of opportunity.</p>
To raise the attainment and improve the achievement of children with SEND in all areas of their learning.	<p>SMART targets for all our SEND pupils.</p> <p>Termly review meetings with parents.</p> <p>Adaptations made according to needs.</p> <p>Aspirational teaching and learning.</p>	<p>SENDCO All teachers</p> <p>Teachers and parents</p> <p>Teachers and Teaching assistants.</p> <p>Teachers and teaching assistants.</p>	Autumn 2023 onwards.	<p>Reviews of SMART Targets half termly.</p> <p>Pupil progress meetings.</p> <p>Book studies and lesson drop ins.</p>

**Monitoring arrangements:**

-The monitoring of staff responsibilities to be carried out termly.

The monitoring of SLT responsibilities to be carried out by the equalities governor Paul Phillips

**Review dates:**

-Termly review of actions

-Annual review/update of objectives