

North Mundham Primary School

Equality Information and Objectives



Approved by:

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1. Aims

At North Mundham School we believe that every member of our school community has the right of access to the whole curriculum and every aspect of school life irrespective of gender, age, ethnicity, ability, disability, social circumstances, creed, culture or sexual identity. Our school upholds our motto 'Belong, Believe, Achieve'.

Belong: We work to ensure that members of our school family have an equal sense of 'belonging' and that their identity, involvement and opinions are valued.

Believe: We promote a growth mindset in our community so that children's ability is not fixed or limited by their or others' expectations.

Achieve: We provide a range of learning opportunities to respond to pupils' diverse needs. We recognise that 'achievement' does not necessarily look the same for all pupils – we celebrate achievement.

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 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, 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/SEN governor will:

- › Meet with the designated member of staff for equality 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
- › 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/SENCo of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues
- › Support the headteacher 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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They 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 BAME pupils who are being subjected to racist 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
- 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

8. General Duties

Disability general duty – Disability Discrimination Act 2005

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people

- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – Sex Discrimination Act as amended by the Equality Act 2006

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – Race Relations Amendment Act 2000

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
 - lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
 - a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
 - support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

9. Equality Objectives

Objective 1

Undertake an audit of our practice in regard to equality and diversity.

Why we have chosen this objective: In light of the new curriculum, new PSHE programme and RE syllabus it is important to ensure that opportunities for learning about equality and diversity are explicit and progressive.

To achieve this objective we plan to:

Audit the curriculum to plan for opportunities where equality and diversity can be discussed.

Audit other areas of school activity to ensure that opportunities for equality and diversity learning are maximized.

Progress we are making towards this objective:

Objective 2

To use whole school planning tool to develop opportunities for learning about equality and diversity throughout the school.

Why we have chosen this objective: We think that it is very important that all children have the opportunity to learn about different groups within the community and beyond in order to break down any barriers or prejudices.

To achieve this objective we plan to: Use the Long Term plan to ensure that opportunities are planned in for all year groups.

Progress we are making towards this objective:

Objective 3

Include training on equality and diversity for all members of staff and include in new staff induction. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: It is very important that all staff are aware of the issues facing certain groups of children and their families and how we can support them as a school to break down barriers.

To achieve this objective we plan to: include training in teacher, TA and governor training programmes.

Progress we are making towards this objective:

10. Monitoring arrangements

The Headteacher and SENDCo will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by the full board of governors

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk Assessments
- Safeguarding
- SEND policy and report
- PSHE