

Equality information and objectives



Hazeldown
Primary School

Approved by:	FGB	Date: 7.1.2024
---------------------	-----	-----------------------

Next review due:	February 2025
-------------------------	---------------

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.....	3
7. Equality considerations in decision-making	4
8. Equality objectives.....	4
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 (PSED) 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 equality link governor is Ruth Walters. They will:

- › Meet with the designated members 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 among staff and pupils.
- › Monitor success in achieving the objectives and report back to governors.

Members of staff responsible for different areas of equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- › Meet with the equality link governor regularly 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 team for monitoring equality issues, and an equality link governor. They will 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:

- › 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:

- › Analyse attainment data each academic year showing how pupils with different characteristics are performing.
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- › Act quickly when dealing with incidents of homophobic or transphobic bullying.

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 class 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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives

Objectives (Specific and measurable)	Monitoring	Additional notes
<p>Objective 1: Teaching and Learning</p> <ul style="list-style-type: none"> • Ensure that the curriculum promotes role models that young people can positively identify with. • Increase staff's knowledge and awareness of promoting equality. • Ensure that relevant and research on disadvantaged pupils in the local area drives the PP strategy. • Increase confidence of all staff in adapting the curriculum. 	<p>Reading progression document for class novels purposefully includes a range of texts covering different subject matter and role models of different gender, race and religion</p> <p>PP children are identified and specific details regarding families collated to identify patterns or specific areas for support</p> <p>The curriculum is embedded through Cornerstones and additional Schemes of work</p>	<p>A new Devon Agreed Syllabus for RE in September 2024 will be supplemented with the purchase of a new scheme of work to support the teaching team – connections to equality are within the syllabus.</p>

<p>Objective 2: Race and Faith</p> <ul style="list-style-type: none"> • Ensure that all out of school activities enable everyone to participate. • Race Equality Duty: Identify, respond and report racist incidents to the Local Authority. • Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g., Diwali, Eid and Christmas. • Build in opportunities to explore practices and celebration of different faiths and cultures. 	<p>They are, but this does need to be publicized to a greater degree an/or specific invitations issued or specific conversations had.</p> <p>This is an embedded process.</p> <p>These are covered through the curriculum.</p> <p>Initial work on identifying global family origins and connections within our school community to celebrate diversity has been really positive (see corridor display). Children share their cultural celebrations and connections in class as part of curriculum work (where they are comfortable to do so.)</p>	<p>Further focus on 'celebrating' other faiths and religions rather than the 'tolerating' concept in the traditional british values is important.</p>
<p>Objective 3: Disability and Gender</p> <ul style="list-style-type: none"> • Ensure that the school is aware of the access needs of disabled pupils, staff, parent/carers and any other visitors. • Improve signage and external access for visually impaired people. • Ensure a parking space is available for disabled parents/ visitors. • Ensure that all of out of school activities promote the ideal that anyone can participate regardless of gender. 	<p>We are aware of particular needs – some parents drive down the slope for certain activities. Some grandparents have different chairs/more space for carol concerts etc.</p> <p>Some steps have been painted with yellow edges – the remainder need addressing.</p> <p>Space available near the hall if required.</p> <p>Almost all – there are girls football festivals so may be a girls football club in preparation.</p>	<p>This needs to be advertised on the website and potentially have a sign, although parking will always be accompanied by a member of staff due to the gates.</p>

<p>Objective 4: Sharing information</p> <ul style="list-style-type: none"> • Review information to parents/ carers to ensure it is accessible. • Publish and promote the Equality Plan through the school website, newsletter and staff meetings. 	<p>Translators have been used for some texts and for some Early Help meetings.</p> <p>The plan is on the website.</p>	
--	---	--

9. Monitoring arrangements

The governing board will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by governing board at least every year.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- School Improvement Plan