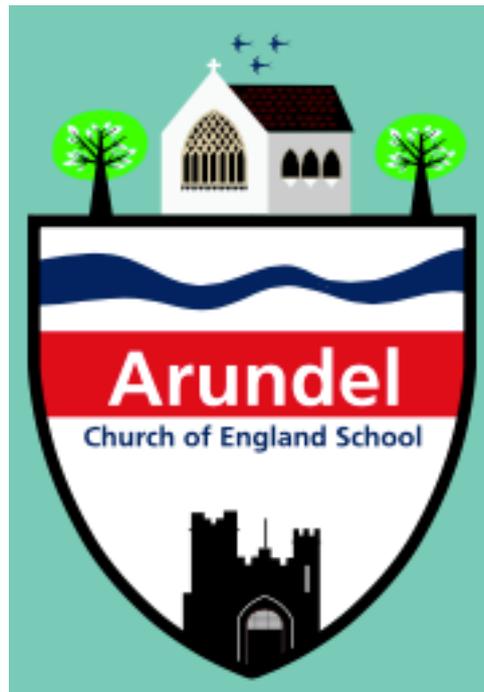




# Equality information and objectives

## Arundel Church of England Primary School



**Approved by:** The Governing Body

**Date:** September 2021

**Last reviewed on:**

**Next review due by:** September 2022

## **Vision Statement of our school**

***'Faith, hope, and love abide.' 1 Corinthians 13.13***

Growing closer to God in faith;

Flourishing through the Gospel of hope;

Reaching out to our neighbours in love;

Rooted in the Christian faith, and with a love of learning in our hearts, our vision inspires us to grow into the people God is calling us to be.

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## **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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **Kaye Stanford**. 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 is Hayley Meyer for equality they will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every **term** 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.

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

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. The designated member of staff **Hayley Meyer** and completes a termly "action" register for children who are vulnerable and potentially could be discriminated.

## 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 and take part appropriate with school Christian themed worship)
- 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 internally\* 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 internally
- Make evidence available for all staff identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data internally about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

\*Data is produced internally due to potential identification of key groups due to size of school

## 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 (RSHE) 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 during worship, 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 councils 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 e.g. Baptist movement

## 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 ensures 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 as part of 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 2023, and report on this to the staffing and pay sub-committee of the governing board.*

Why we have chosen this objective: As we want to make sure our staffing reflects the community it serves

To achieve this objective we plan to: We will spend to academic years to analyse current recruitment processes and complete final moving forward plan for Academic Year 2023/24

Progress we are making towards this objective:

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by July 2023, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: We have identified some staff with disabilities and would like at further ways to support them

To achieve this objective we plan to: Use the following academic year to identify needs and potential appropriate support strategies. In the following year begin to put in place those strategies

Progress we are making towards this objective:

**Objective 3:** *Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 0% to 10% of the teaching workforce.*

Why we have chosen this objective: We do not have a workforce that reflects the changes in the school community.

To achieve this objective we plan to: We use objective 1 to help with developing the appropriate plan to move forward. By 2025 we will have in place a workforce that reflects the community.

Progress we are making towards this objective:

**Objective 4:** *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 2022/23. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: We need to further develop and improve our recruitment process.

To achieve this objective we plan to: Training to be provided

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The **governing body** will update the equality information we publish, **the sections described in sections 4-7 above**, at least the start of every year from Autumn 2021.

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

This document will be approved by **governing body**.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments