

Equality information and objectives policy

Friskney All Saints C of E Primary School



Next review due by: September 2024

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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

Our school aims to promote respect for difference and diversity in accordance with our values of Love, Trust, Kindness, Hope and Respect.

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 Academy Committee and the Trust 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 with support and monitoring from the Academy Committee

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

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.

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 that 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 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 data referenced above 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)

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, personal, social, health education (PSHE), 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. Equality objectives

Objective 1

By the end of the 2023/24 academic year, the percentage of boys in KS2 achieving at least the expected standard in combined subjects of Reading, Writing, Maths will be at least in line with the percentage of girls reaching the expected standard in the combined subjects of Reading, Writing and Maths.

Why we have chosen this objective:

In 2022-23 There was a large discrepancy between the achievement of boys vs girls achieving the expected standard in the combined subjects of Reading, Writing and Maths – 17% for the boys, 57% for the girls.

To achieve this objective, we plan to:

Target the boys in Y6 during lessons to ensure engagement during lessons.

Be aware of the boys when planning lessons i.e. using subjects that interest the boys when considering books to read, topics for writing and setting contexts for maths problems.

Use small group interventions to focus on the achievement in Y6 and increase the number of boys achieving the expected standard to be closer in line with the girls.

Progress we are making towards this objective:

Autumn data shows that the boys are currently out-performing the girls. 57% compared to 38%. This to be monitored as the year progresses.

Objective 2

By July 2024 to have reduced to percentage of children on the behaviour monitoring list that are Pupil Premium down to 50% (5/10) from 70% (7/10).

Why we have chosen this objective:

There is currently a high proportion of children on our behaviour monitoring list that are pupil premium.

To achieve this objective we plan to:

Refine the behaviour policy to ensure there is a restorative approach and an unconditional positive regard for all pupils.

Ensure the curriculum is written to engage pupil premium children.

Remove barriers for learning for PP children through pastoral interventions.

Progress we are making towards this objective:

The behaviour policy has been refined and rolled out in school. Further training to follow.

Pastoral support is about to begin for targeted PP children including sensory circuits and lego therapy

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

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

This document will be approved by the Academy Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality and diversity policy