

Equality Information and Objectives

Parish CE Primary School



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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.](#)

This document also complies with our Trust's funding agreement and articles of association.

3. Roles and responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Our 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
- Identify 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 10.

4. Eliminating discrimination

Our 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 September. All staff are provided with an 'Equality Handbook' as part of their induction and again annually thereafter.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our 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)

- 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, our 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

Our 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
- Having lessons and 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 our 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 our 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

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our school keeps a written record (known as an Equality Impact Assessment) to show 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 with the completed risk assessment.

8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past
- Privately fostered

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 222 (including Nursery)

Age range of pupils: 4 – 11 (3 year old nursery)

Gender: 52.7% male 47.3% female

EAL: 13.1% (Languages include: Arabic, Bulgarian, Chinese, Czech, French, Greek, Lingala, Lithuanian, Malayalam, Polish, Portuguese, Romanian, Sinhala, Slovak, Sinhala, Tamil, Vietnamese)

Ethnicity: (Any Other Asian Background – 6.3%. Any Other Ethnic Group – 3.2%. Any Other White Background – 6.8%. Black African – 1%. Chinese 0.5%. Greek – 0.5%. White European – 1.4%. White British – 75.7%)

Religion: (Buddist – 0.5%. Catholic - 10.4%. Christian – 16.2%. Church of England – 16.2%. Hindu – 4.1%. Muslim – 1.8%. No religion or unknown – 9%)

Disability: 0.45%

Special Educational Needs: 14.4%

Pupil Premium: 43%

Young carers: 0%

Looked after children: 1.8%

Children of members of the armed forces: 0%

School Attendance: 94.7%

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school have not been made aware as to whether any of the pupils on roll identify as Lesbian, Gay, Bi-sexual or Transgender (LGBT+).

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

9. Equality Objectives

Equality Objective 1:

Linked to Pupil Attainment/Gender

OBJECTIVE: To explore and understand the barriers to success in literacy boys face across KS2

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several KS2 classes between boys' and girls' reading and writing results.

To achieve this objective we plan to: Explore best practice at other LDST schools, locally nationally who may have encountered similar issues. Review current practices and initiatives. Conduct action research projects centred around boys' engagement with reading and writing.

Outcome: Use the information gathered to develop new approaches, strategies and initiatives aimed at developing literacy skills with a particular focus on boys' development.

Progress we are making towards this objective: A new English scheme initiative is being trialled in Year 5. Read Write Inc Fresh Start reading comprehension intervention groups have been set up for children in Year 5 and 6. The LDST English Network is regularly attended so as to share and learn from successful practice. School is participating in an oracy project which supports literacy development.

Equality Objective 2

Linked to Pupil Attendance/Disadvantage

OBJECTIVE: To explore and understand the reasons for the disproportionately higher level of persistent absenteeism for those in receipt of PPG compared to those not in receipt of this additional funding.

Why we have chosen this objective: Our school's attendance figures 2021/22, showed that 17.1 % of the school community has attendance below 90%. This is classed as 'persistent absenteeism'. Out of this 17.1%, 47.8% are children who are in receipt of the Pupil Premium Grant and are therefore considered to be disadvantaged.

To achieve this objective we plan to: Identify best practice from other LDST schools and local schools with similar issues. Our Attendance and Pastoral Support Officer, alongside the SLT, will work closely with families of those both at persistent absentee level and at risk of becoming a persistent absentee in the future. We will embed a clear reward system for attendance at all levels.

Outcome: To reduce the number of persistent absenteeism across all pupils but with particular focus on those who are disadvantaged. This will ensure, especially after school closures due to Covid-19, that all children make the necessary progress and that the importance of regular school attendance is reaffirmed with families.

Progress we are making towards this objective: Meetings with those 'at risk' of falling below 90% are routinely occurring to offer support wherever possible. Attendance Competitions are being actively promoted. Case Studies to explore wider attendance issues are taking place with further support being offered where necessary.

Equality Objective 3:

Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: To develop robust and secure procedures for identifying and supporting EAL students and to ensure they have equal access to the curriculum, school facilities, extra-curricular activities and effective support systems.

Why we have chosen this objective: The number of children identified as EAL

on role is steadily increasing and there are currently more than fifteen different first languages spoken within the immediate school community.

To achieve this objective we plan to: create accessible reading materials using dual coding symbols, to effectively convey key information to parents and carers of EAL children new to the school, so that all pupils and their families have equal access to support provided by school and associated agencies. Invest in a recommended EAL intervention programme for pupils to develop their understanding of English alongside their first language. Purchase class focus texts in children's first languages to encourage the development of fluency and comprehension skills.

Outcome: Children and families will feel welcomed, represented and included within the school community. All pupils will have equal opportunities to take part in extra-curricular activities. Children will make measurable progress from their starting points, as a direct result of their developing understanding of the English language.

Progress we are making towards this objective: EAL children are assessed and included in the RWI synthetic phonics scheme delivered by trained staff. They have access to phonetically decodable English reading books when they are able to blend and segment sounds to read CVC and CVCC words. The online learning platform The Learning Village has been trialed and as a result ten site licenses have been purchased and the programme is being used by children Y2-Y6.

Equality Objective 4:

Linked to promotion of Equality, Inclusion and Diversity

OBJECTIVE:

To reduce levels of homophobic language used amongst pupils, and to promote respect and understanding of LGBTQ+ people and issues in an age appropriate manner.

Why we have chosen this objective: There has been some misunderstanding and misuse of the term 'gay' amongst the UKS2 pupils. They have assumed negative connotations with the term and have used it as a derogatory term

amongst their peers.

To achieve this objective we plan to: instill British and Christian values by educating pupils on LGBTQ+ diversity through carefully tailored age-appropriate lessons outlined in the PSHE 'Parish Spirit' curriculum. Promote inclusion through representation in terms of class displays and subject specific reading spine books as well as undertaking the Rainbow Flag Award.

Outcome: All members of the school community will be represented within the school building and within lesson content outside of the Parish Spirit curriculum. Children will be educated to understand the definition of key terms when making reference to the LGBTQ+ community. Through direct teaching and discussion opportunities regarding key terminology, children will be more informed about what it means to be gay, removing any stigma previously attached to the term.

Progress we are making towards this objective: 'No Outsiders' Purchase of books which address LGBTQ+ themes in an age appropriate manner. LGBTQ+ Month celebrated in school through a variety of class activities to promote inclusion and to clarify any misconceptions.

10. Monitoring arrangements

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

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

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

Accessibility plan

LDST Equality and Inclusion Policy

SEND Policy/Plan

Pupil Premium Strategy Statement

Catch Up Strategy Statement

Parish Spirit Policy

RHSE Policy

Positive Relationships and Behaviour Policy

Exclusions Policy

All Employment Policies

School Improvement Plan