

# 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: 206 (235 including Nursery)

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

Gender: 50% male 50% female

Race: Split by kind/% (White British 75%/Any Other White Background 7.7%/Any other Asian Background 4.8%)

EAL: 19.4% (Languages include: Akan/Twi-Fante, Arabic, Bulgarian, Chinese, Czech, French, Farsi, Greek, Hindi, Lithuanian, Malayalam, Polish, Portuguese, Romanian, Sinhala, Slovak, Sinhala, Tamil, Vietnamese)

Religion: split by kind/% (Unknown 45.4%/ Church of England 13.8%/Christian 15%/No Religion 9.9%/Catholic 9.5%/Hindu 3.8%)

Special Educational Needs: 10.6%

Pupil Premium: 28%

Young carers: 2.9%

Looked after children: 1.9%

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 promotion of Equality, Diversity and Inclusion**

**OBJECTIVE: to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of Equality, Diversity and Inclusion.**

**Why we have chosen this objective:** From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

**To achieve this objective we plan to:** Continue to embed our bespoke curriculum area we call 'Parish Spirit'. These lessons will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion on a weekly basis. The use of a 'Parish Spirit' reading spine will support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding.

**Outcome:** To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

**Progress we are making towards this objective:** Parish Spirit lessons continue to be taught weekly covering all of the statutory content of the Relationships and Health Education Curriculum content. No Outsiders lesson take place as part of Parish Spirit lessons. British Values and Protected Characteristics are recognized and explored through Parish Spirit lessons and school collective worship. SIAMS Inspection and recent LDST Safeguarding Review recognised the work done in this area.

### **Equality Objective 2 – Linked to Race/Ethnicity**

**OBJECTIVE: To increase understanding of diversity through implementation**

### **of an Equalities Action Plan.**

**Why we have chosen this objective:** Through our day to day monitoring of behaviour, we became aware of some isolated racist remarks being made across school. This alongside knowledge of a number of local, national and international incidents pertaining to racism have led us to prioritise this protected characteristic.

**To achieve this objective we plan to:** Create and action a detailed Equalities Action Plan with a focus on developing pupil understanding and awareness of issues pertaining to diversity. We will continue to raise awareness of issues linked to diversity and racism through our Parish Spirit teaching.

**Outcome:** Children will gain a broader understanding of the impact racism has on the individual and communities.

**Progress we are making towards this objective:** A thorough review of school policies has taken place. A coffee morning has been held for families on the theme of diversity with the opportunity to visit No Outsiders lessons in classes.

Merseyside Police have visited Year 5 and Year 6 to complete work focused on hate crimes. School have held a Cultural Heritage Project to celebrate the variety of family cultures across school.

### **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 nineteen 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 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 show that 9% of the school community has attendance below 90%. This is classed as 'persistent absenteeism'. Out of this 9%, 66% 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 Children and Families' Champion, alongside the wider 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 employ Education Welfare to assist us in supporting and challenging where necessary. 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:** SLA with EWS continues and school has been allocated an EWO who is working closely on a weekly basis with our Pastoral and Safeguarding Manager and Designated Attendance Lead. Meetings with those 'at risk' of falling below 90% are routinely occurring to offer support wherever possible. Attendance Competitions are being actively promoted. Weekly attendance meetings are taking place to closely monitor pupils with attendance below 92%.

#### **Equality Objective 5: 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 on boys' development.

**Progress we are making towards this objective:** A new literacy scheme, Ready Steady Write, is in place and being embedded across the school. English Lead has taken part in the NPQLL. LDST English Network is regularly attended so as to share and learn from successful practice. School has been learning from the practice of a school in London and has taken part in an oracy project to develop Oracy across the school

## **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