

# Equality Information and Objectives

## Wilburton CE Primary School



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 23/09/2019
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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 body 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 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

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 which are connected to a particular characteristic they have (e.g. pupils or parents with disabilities).

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. providing work packs for children when travelling for economic activity).
- Ensuring people who have a particular characteristic are able to participate fully in any activities (e.g. providing clubs during the school day if children with transport are unable to stay after school).

In fulfilling this aspect of the duty, the school will:

- Share attainment data with staff and governors 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 prejudice or discrimination).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **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. Home learning projects also allow children to share their skills and interests.
- Collective Worship and British Values assemblies dealing with relevant issues. 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, including an annual Culture Day. It also includes meetings of parent focus groups, and weekly Celebration Assemblies for all parents.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school parliament 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:

- Is likely to be attended by all groups of pupils
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

***Objective 1: From September 2019 and every year thereafter, ensure 100% of parents receive and understand termly information about their child's attainment, progress and next steps.***

Why we have chosen this objective: We believe that strong partnerships with parents improves children's engagement and progress. Some parents find it difficult to access parent consultations, they may be travelling at the time, and/or may not have the literacy levels to read and understand their child's end of year report. Therefore some children may suffer disadvantage because of limited parent-school partnerships. Where this is the case the school will undertake additional actions to improve the effectiveness of partnerships with parents.

To achieve this objective we plan to: Provide a phone call to parents who do not make an appointment for parent consultation meetings, and offer a telephone consultation if they are unable to attend. If families are travelling during parent consultation weeks, arrange a meeting or phone when they return. Check reports have been read and understood.

Progress we are making towards this objective:

***Objective 2: Reduce levels of persistent absence to enable all pupils to benefit from the school's curriculum.***

Why we have chosen this objective: 22% of pupils have persistent absence (attendance less than 90%) in 2018-19.

To achieve this objective we plan to: individually support parents with children who have high levels of persistent absence to improve attendance, and work with the EWO as required. Ensure the school's attendance policy is followed, taking action promptly when needed. For those children who are away from school, support will be provided with Traveller Packs and online learning using new school resources (e.g. Purple Mash and Nesy Reading and Spelling).

Progress we are making towards this objective:

***Objective 3: Increase the proportion of boys achieving the expected standard in reading at KS2, so that it is in-line with that of girls.***

Why we have chosen this objective: In 2018, 62% of boys achieved the expected standard at KS2 in reading, compared to 90% of girls. In 2019, 40% of boys achieved the expected standard at KS2 in reading, compared to 90% of girls. Anecdotal evidence shows that many boys have poor reading habits and struggle with stamina and fluency to read texts at the expected level by the end of KS2.

To achieve this objective we plan to: Introduce a proven reading intervention scheme to improve reading ability (Project X Code); raise the profile of reading within classes and across the school through book events; increase the amount of reading across the curriculum; review the progress and attainment of boys in reading in pupil progress meetings.

Progress we are making towards this objective:

## 9. Monitoring arrangements

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

This document will be reviewed by the 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
- Curriculum
- Educational Visits