



Equality Statement and Objectives

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Statement of intent

Southrop C of E Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability

- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities Policy.

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

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. The school will ensure that all staff comply with the appropriate equality legislation and regulations. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

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 Headteachers.
- The equality link governor **Dale Hall** will:
 - Meet with the designated member of staff for equality annually 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 Head Teacher 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 for equality **Megan Davies** will:

- Support the Co-Head Teachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually or when an issue arises 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. Staff are trained annually at the beginning of the school year.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.
- The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

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 information on the Equality Act as part of their induction, and all staff receive refresher information every September as part of the staff handbook.

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.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities
- In fulfilling this aspect of the duty, the school will:
- Analyse the attainment data to determine strengths and areas for improvement, implement actions in response and publish this information
- Due to the small numbers the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable.
- Make evidence available identifying improvements for specific groups

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 through our Christian values, teaching in RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, in Science pupils will be introduced to key figures from a range of cultures.
- Creating bespoke PSHE lessons dealing with relevant issues.
- Working with our local community and inviting visits from those from a range of cultures.
- Carrying out team building sessions and nurture sessions if we notice poor relations between pupils with different characteristics.

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.

Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we

want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

8. Equality objectives 2023 - 25

Objective 1: Raise attainment of children with SEN (protected characteristic disability) at the end of each academic year, as measured by progress scores on the pupil progress tracking system by 10% in Reading, Writing and Maths.

Why we have chosen this objective:

To give our pupils with SEN the best opportunities for the future.

To achieve this objective we plan to:

Reviewing planning and ensuring it is adapted for SEN pupils. Providing interventions to meet the needs of SEN learners. Continued CPD for staff.

Progress we are making towards this objective:

Increase in % of SEND children reaching age related expectations in 22/23 compared to 21/22:

Reading 40%, Maths 10%

Slight decrease 5% in Writing.

Objective 2: To tackle prejudice and promote understanding in relation to people with disabilities (protected characteristic), as measured by equality of scores for the inclusion questions of the annual pupil/parent/carers survey between those with and without disability.

Why we have chosen this objective: we have some pupils, parents/carers and staff with physical or mental disabilities in our school

To achieve this objective, we plan to:

Positive role models will be included in the curriculum planning for Worship, PSHE and other curriculum areas where possible.

Ensure site is accessible to all. Ensure those with disabilities are able to take part in all trips and activities.

Progress we are making towards this objective:

Pupils with disabilities have accessed all trips and activities in 2024/25.

Objective 3: Raise awareness of and develop a positive attitude and tolerance towards different religions. (Protected characteristic religion and belief) as measured by equality of scores for the inclusion questions for the annual pupil/parent/carers survey between those with religious belief or no religious belief.

Why we have chosen this objective: because, due to the demographic of our geographical area, our pupils do not have much contact with religious beliefs other than Christianity.

To achieve this objective we plan to:

Study celebrations of festivals from a 4 religions.
Visit to a place of worship from a different culture
Visits from representatives from different religions

Progress we are making towards this objective:

During 22/23 all pupils visited a mosque and Year 4 pupils visit a Hindu temple.
Delivering and evaluating No Outsiders curriculum. OFSTED gave positive feedback on its impact for pupil awareness.
23/24 consideration of adaptation of collective worship.
24/25 development of spiritual areas.

Objective 4: Encourage pupils to consider non-stereotyped career options (protected characteristic gender) as measured by the answers to careers questions on the annual pupil survey which show equal interest from male and female pupils in STEM and caring careers.

Why we have chosen this objective:

To give our pupils a broad and balanced view of future careers that are available to them.

To achieve this objective we plan to:

Include role models of individuals who work in areas traditionally dominated by a different gender in planning for Worship, Computing, D&T, Science and Maths.
Schedule regular STEM sessions delivered by female trainers.

Progress we are making towards this objective:

Team of 2 of our female pupils won the RIAT STEM challenge July 22.
Participation in STEM Enthuse project.
2023/24 visitors from a range of STEM careers

Objective 5 : Become a 'Disability Confident Employer (protected characteristic disability)Level 1 by July 2024 and Level 2 by July 2025

<https://www.gov.uk/guidance/disability-confident-how-to-sign-up-to-the-employer-scheme>

Why we have chosen this objective: To raise the awareness of being a Disability Confident Employee and lead the way in our business sector and beyond, helping to positively change attitudes, behaviours and cultures.

To achieve this objective we plan to: Move towards gaining the **Level 1: Disability Confident Committed**

To be recognised as Disability Confident Committed just agree to the Disability Confident commitments and identify at least one action that you'll carry out to make a difference for disabled people.

Progress we are making towards this objective:

Initial research has taken place.

Monitoring arrangements

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

This document will be reviewed by the SLT and the governing body at least every 2 years.

This document will be approved by the governing body.