



# Equality information and objectives

Balfour Primary School

**Last reviewed:** May 2023

**Date approved:**

**Review Date:** May 2024



## CONTENTS

<b>Equality information and objectives .....</b>	<b>3</b>
1. Aims .....	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity.....	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making.....	6
8. Equality objectives .....	6
Objective 1 .....	6
Objective 2: .....	6
9. Monitoring arrangements .....	7
10. Links with other policies .....	7



## Equality information and objectives

### 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 policy 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 policy 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 equality link governor is **Anna Hudson-Young**. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and review how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this policy
- Attend appropriate equality and diversity training
- Report back to the senior leadership team and full governing board regarding any issues

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

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils



- Meet with the equality link governor every term 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 policy 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 September as part of inset training. This will include information and training on the principles of the Equality Act and how this relates to our school ethos and setting.

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.

#### 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 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, adjusting the school day for children observing Ramadan)
- 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 activities offered by our school )

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 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
- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.



- Ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- Ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- Ensure that our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Ensure that the school Policy on Behaviour -Rewards, Sanctions and Exclusions, takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## 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:

- Engaging with the Personal Development school programme to encourage our pupils to demonstrate positive attitudes towards inclusivity and diversity in society. We actively promote equality and diversity by creating an environment which champions respect for all.
- Promoting tolerance, friendship, inclusivity, diversity 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+RSE) 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.
- Delivering assemblies focused on relevant issues such as human rights, environmental issues and special theme days/weeks such as LGBT+ History Month, Mental Health Awareness Week etc. 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. In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
  - review relevant feedback from the annual parent questionnaire, parents' evening, parent school forum and/or focus meetings or governors' parent-consultation meeting
  - secure and analyse responses from staff surveys, staff meetings and training events
- 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.



- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We prepare our pupils for life in a diverse society and ensure that there are activities across our curriculum which promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE+RSE and citizenship across the curriculum and through assemblies.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg UNICEF Day for Change, Refugee Week, Careers Week, Holocaust Memorial Day etc.

## 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

The 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. Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the governing board.*

- **Why we have chosen this objective:** To ensure that our approach to the recruitment of staff is as inclusive as possible and to identify any barriers that may be negatively impacting on this.
- **To achieve this objective we plan to:** To carry out an analysis of recruitment data over the past 3 years to determine any trends/patterns that need further exploration.
- **Progress we are making towards this objective:** Governor appointed (September 2019) with a focus on inclusivity within school.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*



- **Why we have chosen this objective:** To ensure that our work practices are inclusive and that we proactively engage with our workforce to ensure that they have the support they need to enable them to effectively carry out all aspects of their role.
- **To achieve this objective we plan to:** Ensure that our recruitment processes respond to the needs of new staff and that existing systems in place for staff returning to work after periods of sickness enable open conversations around what staff need to support them in their role e.g. OH referrals etc.
- **Progress we are making towards this objective:** Review of the Return to Work procedures and review with newer members of staff whether medical and emotional/psychological needs are being met through appropriate adjustments.

#### **Our Equality Objectives for 2022-23 for our pupils are:**

- To narrow the gap between attainment and progress in English and Mathematics at KS2 for different groups of pupils (gender, disadvantaged, EAL, ethnicity-particularly the progress and attainment of White/Black African) and all pupils nationally.
- To narrow the gap between attainment and progress in English and Mathematics at KS2 of pupils who are on the SEND register and their peers. Particularly for those pupils who are categorized as both disadvantage and SEND.
- To ensure that all groups of pupils have good attendance, as a result of increased engagement in their learning, so that they can make improved progress.
- To encourage pupils to demonstrate positive attitudes towards inclusivity and diversity in our school community (School values; focus on equality and diversity as part of the assembly programme and/or curriculum).
- To enable pupils to feel empowered to respect the environment and the rights of others; locally, nationally and globally.
- To ensure pupils have opportunities to participate in decision making as active, caring citizens; challenging and campaigning to raise awareness about injustices wherever and whenever they occur.

## **9. Monitoring arrangements**

We collect and analyse data, monitoring progress and attainment of all pupils. We involve and consult staff, pupils, governors and parents/carers; reviewing actions to address any under achievement. We report annually to the Governing Body on progress towards achieving our objectives. We publish an evaluation of the success in meeting these objectives for our parents and carers. The Governing Body will update the equality information we publish, at least every year.

This policy will be reviewed by the governing body at least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Attendance Policy
- Positive Behaviour Policy.



- Anti-bullying Policy.
- SEND Policy.