



Frizinghall Primary School

# Equality Information and Objectives

Approved by the governing body on: Spring 1 2024

To be reviewed on: Spring 1 2025

Signed on behalf of the governing body: *P. Sayers*

## Contents

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

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as:

'A positive mind is a healthy mind'. We 'encourage self-discipline by creating a positive ethos where honesty, respect and tolerance are fundamental qualities, evident both in school and in the wider community.'

### 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 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
- Ensure that the published equality information is updated at least every year, 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

The headteacher will:

- Promote knowledge and understanding of the equality objectives among 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.

### **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 minimizing disadvantages suffered by people that 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 protected 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)

### **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
- Holding assemblies dealing with relevant issues and inviting external speakers to contribute, where appropriate
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school visits and activities based around the local community
- 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

## **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 visit or activity is being planned, the school considers whether the visit:

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

When needed, 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 when certain decisions are made e.g. considering the impact of school's CCTV coverage being extended.

## **8. Equality objectives**

### **Equality objectives for 2024 - 2028**

#### **Objective 1**

Formally train all members of SLT and governors on equal opportunities and non-discrimination by the beginning of the academic year 24-25. Training evidence will show that 100% of those who participate will have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure that all members of SLT and governors have up-to-date knowledge and skills to ensure school is meeting its legal requirements in equality and diversity and is promoting a tolerant, inclusive and diverse working environment. The school understands how unwitting indirect discrimination can undermine the fairness of processes and procedures that are not subject to regular review and feedback. Feedback can come in the form of data surveys and anecdotal views from people with protected characteristics.

To achieve this objective, we plan to:

1. Use the National College, as our training provider, and report back our reflections and, if appropriate, next steps in the summer 2 (23-24) FGB meeting.
2. Design and instigate an annual review process, using all available data and feedback to ensure that no unwitting indirect discrimination can be seen in ways the school's processes and procedures are implemented, which might be affecting people with any of the Equality Act's protected characteristics.

Progress we are making towards this objective:

Spring 1 2024

Appropriate training (Certificate in Equality, Diversity and Inclusion for Primary Schools and Academies' identified

Summer 2024 and subsequent summers undertake an annual review as per 2 above.

## **Objective 2**

Annually use pupil voice data, around play and lunchtimes, to ensure that all pupils feel that there is fair access to all areas of the playground, the equipment available and games played; data to inform actions taken to improve playtime and lunchtimes for all pupils.

Why we have chosen this objective:

Occasionally, groups of girls report that they feel the lunchtime rota is unfair because they don't get to play as much football as certain groups of boys.

To achieve this objective, we plan to:

Use the school council as a vehicle to open discussions around equality at play and lunchtimes. These discussions to inform future actions; impact of actions to be monitored through school council.

Progress we are making towards this objective:

Spring 1 2024

Roles and responsibilities, within the school structure, already in place to support senior leaders to drive improvements e.g. learning mentor, senior lunchtime supervisor, lunch and support staff who have received play training.

### **Objective 3**

Monitor and analyse pupil progress and attainment by race, gender and disability and act upon any trends or patterns seen in the data that require follow-up actions.

Why we have chosen this objective:

The school understands its role in advancing equality and fostering good progress and attainment for all groups of pupils.

To achieve this objective, we plan to:

Use tracking systems which link with SIMs e.g. FFT Aspire which support the school to track progress and attainment for different groups of pupils.

Progress we are making towards this objective:

Spring 1 2024

Systems already embedded e.g. FFT Aspire which allow this work to be completed; termly pupil progress meetings embedded in practice which provide the opportunity for data to be interrogated and next-steps agreed with class teachers; a CPD calendar which facilitates targeted CPD to be delivered, as required.

## **9. Monitoring arrangements**

The governing body will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

This document will be approved by the governing body.

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

This document links to the following policies:

- Equality, diversity and inclusion policy
- Accessibility plan
- Anti-bullying policy
- Behaviour policy, including written statement of behaviour principles
- School development plan
- Supporting pupils with medical conditions