

Equality Information and Objectives

Meadowdale Primary School

Date: January 2018/Progress update September 2018 and September 2019

Review Date: September 2022

Responsibility of: Chair of Governors and Headteacher

Contents

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

1. Aims

Meadowdale Primary 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 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 headteacher

A member of the Governing body will:

- Meet with the headteacher 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 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
- Meet with a member of the governing body to raise and discuss any issues

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

Meadowdale Primary 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.

Staff receive training about their responsibilities under the Equalities act and reminded about the objectives set out in section 8 annually.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Meadowdale Primary 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, the school will:

- Analyse the 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)
- Access information about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Meadowdale Primary 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. 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 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

7. Equality considerations in decision-making

Meadowdale Primary 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

8. Equality objectives

Objective 1: To increase the level of pupil voice by ensuring that our school council includes a fair representation of all pupils in the school, and in this way foster good relationships between those who have a protective characteristic and those who do not.

Why we have chosen this objective:

Our active school council helps to make decisions on a range of issues across the school and therefore must be truly representative of our school population.

To achieve this objective we plan to:

Enable pupils with SEND are able to sit on the school council by using peer support and a differentiated selection process. Actively encourage pupils with a protected characteristics to stand as a school council representation. Monitor membership of the school council to ensure the mix of boys and girls, race and religion is evenly representative.

Progress we are making towards this objective: The 2017/18 school council was made up of 21 children, 2/3 of the group were girls and we had one child with SEND. The school council for 2018/19 is made up of 28 children $\frac{3}{4}$ of the group are girls with 4 having SEND. We are really encouraged that more of our SEND pupils feel able to contribute to the running of the school in this way. This trend has continued in 2018/19.

Objective 2: To continually consider how well the school ensures equality of opportunities for all pupils particularly those with special educational needs and/or disabilities.

Why we have chosen this objective:

We currently have 25 pupils who are recorded as having SEND. These pupils have a range of complex needs including co-occurring medical conditions, ASD, physical disabilities, hearing and vision impairments.

To achieve this objective we plan to:

Consider our curriculum through faculties to ensure that all pupils are included. Ensure that extra-curricular activities are accessible to all. Work closely with the Learning South Leicestershire School Sports Partnership to develop our sport and PE curriculum to ensure all pupils can be included. During 2019.20 a key element of our whole school monitoring plan will involve pupil voice through regular pupil interviews. We will be rigorous in ensuring that pupils with SEND are involved in this process.

Progress we are making towards this objective: We have set up our own inclusive sports sessions with the advice of the LLSSP coaches and these are now happening on a weekly basis. During 2018/19 the school will be reviewing the curriculum in partnership with Learn-AT and will continue to consider the needs of pupils with SEND. The school has implemented a robust and engaging alternative curriculum for pupils working at pre-key stage standards.

Objective 3: To narrow the gender gap in attainment between in reading writing and maths by the end of Key Stage 2.

Why we have chosen this objective:

At our school currently girls perform better than boys in reading and writing across key stage 1 and 2 and boys perform better than girls in maths in key stage 2.

To achieve this objective we plan to:

Analyse school data on a half termly basis and discuss progress in meetings with each class teacher and the senior leaders of the school. Actions are agreed and monitored.

Progress we are making towards this objective: The end of 2017/18 data shows that there is still a gender gap in some year groups and some subjects. The school is currently working on a project through the Strategic School Improvement Fund (SSIF): Improving Disadvantaged Boys' Attainment in Writing to help tackle the gender gap.

Objective 4: To educate our pupils about use of hate speech and the impact this has on others.

Why we have chosen this objective:

This is a pertinent issue in the wider society.

To achieve this objective we plan to:

Use staff training, assemblies and lessons to celebrate difference. Challenge any use of homophobic language and other hate speech with a discussion about why it is wrong and the consequences on others.

Progress we are making towards this objective: The school will be working to achieve the LCC Beyond Bullying Award this year and we have invested in a new PSHE curriculum which will help support our work towards this objective. In the summer term of 2019 the school achieved the silver Beyond Bullying Award and continue to use the Cambridgeshire PSHE scheme of work to ensure that we continue to cover this issue in lessons. We have included categories for 'abuse with an element of prejudice' and 'sexual violence or harassment' to our Unwanted Behaviour reporting system. During 2018.19 there was only one reported incident of abuse with an element of prejudice.

Objective 5: To continue to develop staff's understanding of equality and its implication on a day to day basis and in this way reduce or remove any inequalities particularly relating to protected characteristics.

Why we have chosen this objective:

Staff training to raise awareness about equality is due.

To achieve this objective we plan to:

Include training about equality and protected characteristics in our JPD schedule. Review our curriculum offer and extra-curricular activities taking into account protective characteristics.

Progress we are making towards this objective: The school will be working to achieve the LCC Beyond Bullying Award this year and we have invested in a new PSHE curriculum which will help support our work towards this objective. PSHE and wellbeing is one of our key priorities for professional development in 2018/19. In the summer term of 2019 the school achieved the silver Beyond Bullying Award. Our staff professional development programme included 5 sessions across the year to focus on training in this area. Every class was taught specific lessons about equality and protected characteristics.

9. Monitoring arrangements

The Chair of the governing body and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body and headteacher at least every 4 years to ensure that the objectives are relevant.

This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special needs and disabilities policy