

Equality information and objectives

Broad Oak Primary School



Approved by: Broad Oak FGB

Date: March 2024

Last reviewed on: 28/03/2024

Next review due by: 28/03/2028 (Objectives updated annually)

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
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.....	5
10. Links with other policies.....	5

.....

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 head teacher. They will:
- Meet with the designated member of staff for equality every term, 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

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors.

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 annually.

The school has a designated member of staff for monitoring equality issues, and they 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.
- 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:

- 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

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. 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

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

- 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 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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of 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.

8. Equality objectives

Objective 1: *To diminish the difference in percentage attendance based on gender.*

Why we have chosen this objective: Post COVID-19 a gender gap has emerged in relation to attendance with girls attendance lower than boys by more than one percentage point and a higher proportion of PA.

To achieve this objective we plan to: Review attendance data on a regular basis and undertake workshops and pupil voice activities to understand the barriers to good attendance.

Progress we are making towards this objective:

Objective 2: *To increase the representation of staff and governors with regard to race, gender, sexuality and disability over a four year period (2024-2028) and report on this annually to the governing board.*

Why we have chosen this objective: To ensure that the staffing profile, and that of the governing board, reflects the diverse community that we serve. Following the restructure in 2023, resulting in the loss of 17 staff through voluntary redundancy, the staff profile is currently unbalanced.

To achieve this objective we plan to: Ensure relevant members of staff and governors undertake Safer Recruitment and Equality training. Review the current application form to ensure that it fully captures information regarding protected characteristics that can form the basis of analysis over time.

Progress we are making towards this objective:

Objective 3: *To review the newly implemented foundation curriculum to ensure that it takes account of protected characteristics and reflects our school community.*

Why we have chosen this objective: New schemes of work for foundation subjects were implemented in September 2022. As we approach the end of the first two year cycle it is an appropriate time to review how the curriculum reflects our community. Can pupils see themselves reflected in the curriculum?

To achieve this objective we plan to: Review cycle B units July 24 and cycle A July 25 and identify texts and subject content where there are opportunities to reflect the backgrounds, beliefs and make-up of our diverse school community.

Progress we are making towards this objective:

Objective 4: To ensure that the curriculum offer is meeting the needs of SEND pupils.



Why we have chosen this objective: To ensure that those children with identified SEND needs that are working significantly behind age related expectations, including those pupils in our SEMH Resource Provision, have access to a broad and balanced curriculum offer sufficiently adapted to ensure fair access.

To achieve the objective we plan to: regularly review the curriculum offer for identified pupils as part of our termly pupil progress meetings and additionally through termly SEND surgeries.

Progress we are making towards this objective:

9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4-7 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:

- Accessibility plan
- Risk assessment