

Equality Policy and Objectives

Plaxtol Primary School



Approved by: FGB

Reviewed on: January 2024

Next review due by: May 2025

Objectives: May 2025 or earlier, if any objectives are completed

Our Vision

At Plaxtol Primary School we feel that this vision, linked to Minerva the goddess of Wisdom, who is represented on our school emblem, best represents the life-long learning that we want our children to embrace in all aspects of their lives. Through this vision, ethos and values, we aim to advance equality and promote respect for difference and diversity.

M – we use a Growth **Mindset** attitude to learning, where resilience is key.

I – we promote **independence** in both the children's learning and their approach to later life.

N – we pride ourselves on how we **nurture** the potential of every child.

E – we recognise the importance of the **environment** both on a local, national and global level.

R – we will **respect** all pupils and adults in our school and the wider community.

V – our **village** is fundamental in developing a sense of community.

A – all children, parents and staff are **aspirational** in their outlook.

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 board will:

- Ensure that this Equality Policy and the Equality Objectives set out in Appendix 1 are published and communicated throughout the school, including to staff, pupils and parents. They will ensure that the Policy is reviewed and approved annually and that the Objectives are reviewed and approved at least every 4 years, or sooner if any Objective is deemed to be satisfied.
- 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The SEN leader will:

- Support the Headteacher in promoting knowledge and understanding of the Equality Objectives amongst staff and pupils
- 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 Equality Objectives as set out in Appendix 1.

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.

The SEN lead monitors equality issues. 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)
- 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:

- 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
- 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 (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEN policy
- Behaviour policy
- Teaching and Learning policy

Appendix 1

Equality Objectives April 2021- Reviewed January 2024

The school's current Equality Objectives are set out below. These will be published on the school website and reviewed at least every 4 years, or as and when any objective is deemed to be satisfied.

Progress towards meeting these Objectives will be reviewed annually by Governors in line with the School Improvement Plan. The Headteacher will continually monitor progress towards the Objectives.

Objective 1

To actively consider our equality duty when reviewing policies and add an Equality Impact Assessment (EIA) statement to policies.

Why we have chosen this objective: Statutory requirement

To achieve this objective we plan to: To consider our equality duty when drafting new policies and reviewing existing policies, and add the EIA statement to policies once this has been done.

Progress we are making towards this objective: This objective is considered when drafting new policies and reviewing current policies. EIA is being added to the front page of each Policy once this has been done. Relevant Policies are published on our school website.

Reviewed May 2022: Policies when reviewed have EIA added. Staff have completed Equality and Diversity training.

Reviewed January 2024 Completed

Objective 2

To review and have in place the new Relationships and Sex Education policy by July 2021.

Why we have chosen this objective: Statutory requirement

To achieve this objective we plan to: Consult with parents, review RSE policy and progression of learning with staff.

Progress we are making towards this objective: Staff training completed.

Reviewed May 2022: RSE consulted with stakeholders, reviewed July 2021 and on website.

Reviewed January 2024 RSE policy reviewed October 2023

Objective 3

To ensure consistency in high expectations for all pupils including SEN pupils.

Why we have chosen this objective: Some SEN pupils make less progress in in Reading, Writing and Maths than non-SEN pupils

To achieve this objective: Small group/individual support and use of QFT

Progress we are making towards this objective: Assessment data on Target Tracker

Reviewed May 2022: This continues to be a focus within the school.

Reviewed January 2024 New SENCO in place, PP funding to support small group intervention.

Objective 4

To ensure that children understand diversity both within history and their daily lives.

Why we have chosen this objective: Identified as a focus on the Behaviour and Attitudes aspect of the SIP 2020-2021

To achieve this objective we plan to: See actions on BA part of SIP.

Progress we are making towards this objective: History and Geography curriculum lead reviewing curriculum to reflect diversity within society.

Reviewed May 2022: This continues to be a focus on the Personal Development aspect of the SIP 2021-22.

Reviewed January 2024 New History and Geography lead in place. Ensuring diverse role models continues to be a focus on SIP BA 2023-24..