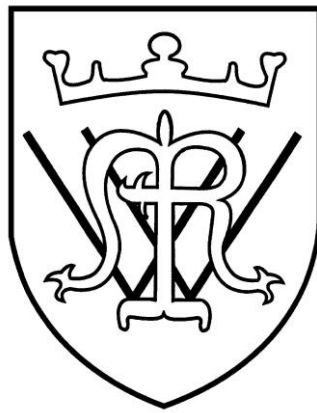


Branton St Wilfrid's CE Primary School



Equality Information and Objectives

Adopted by Governors: January 2022

To be reviewed: January 2024

Living by our Christian Values

*Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust,
Perseverance, Justice, Service, Truthfulness*

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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 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

- Meet with the designated member of staff for equality every year 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
- Identify 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 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.

The school has a designated member of staff for monitoring equality issues, and an equality is overseen by the REST committee 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)
- 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

- 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, RSE, 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/collective acts of worship 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/collective acts of worship, 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. This is recorded yearly when planning school trips and activities.

8. Equality objectives

Objective 1:

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Because staff and governors need updating on the requirements

To achieve this objective we plan to: Put a training session on for Summer Term 23

Objective 2:

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: To move towards having a more explicit approach to show we welcome applicants with disabilities

To achieve this objective we plan to: Put these on the all adverts from Autumn 22.

Objective 3:

Start to review policies using the Equality Impact Assessment Flowchart

Why we have chosen this objective: To move towards having a more explicit approach to show as a school we consider equality in policy and practice

To achieve this objective we plan to: Start to review policies using the tool kit - Spring term 23.

9. Monitoring arrangements

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

This document will be reviewed by Headteacher at least every 4 years.

This document will be approved by governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Impact Assessment Toolkit

What is an Impact Assessment?

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In an educational setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

When should Impact Assessments be conducted?

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

Mapping policies and practices

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

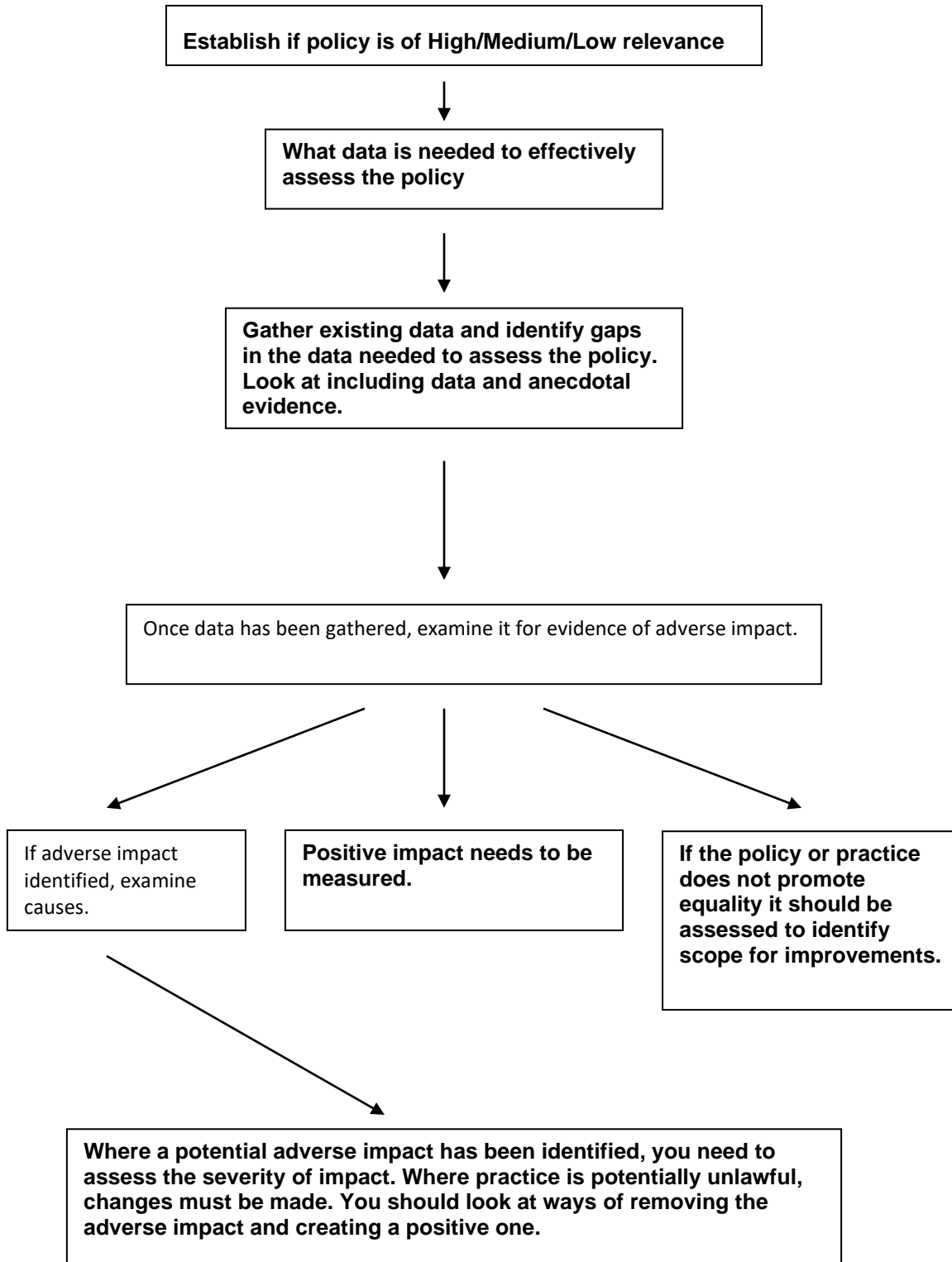
1. What is the purpose of the policy/practice?
2. What are the objectives?
3. Who was responsible for creating the policy/practice?
4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?

6. Is there any evidence that there are different needs that your policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder any aspects of equality in the school?

Assessing policies and practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

Impact Assessment Flowchart



Publication of findings

We will need to publish the findings of our Equality Impact Assessment through a practical channel of communication, for example the website.

Equality Impact Assessment

Policy Date.....

What is the purpose of the policy/practice?	
What are the objectives?	
Who was responsible for creating the policy/practice?	
Who is responsible for implementing it?	
Who are the people affected by the policy/practice?	
Is there any evidence that there are different needs that your policy/practice needs to take into account?	
Does this policy/practice contribute to or hinder any aspects of equality in the school?	