

# Equality Information and Objectives



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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

## 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 Head of School (DEI)
- 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

- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head of School will:

- Promote knowledge and understanding of the equality objectives among 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 every September.

The children are taught about the Equality Act and the protected characteristics. Their understanding is monitored through regular pupil voice and whole class discussions.

The school has a designated member of staff for monitoring equality issue. 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 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 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 and taking part in Crew Time sessions 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, Junior Leadership Team (JLT) 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

## 8. Equality objectives

Our equality objectives link to the [Equality Statement Objectives in IFTL](#) as part of the Inspiring Futures Through Learning Trust.

### Objective 1

For the school curriculum, SMSC opportunities, environment, visitors and speakers to reflect the diverse community of Exeter.

Why we have chosen this objective: Our curriculum reflects a range of protected characteristics and cultures, however work is further needed to 'diversify' the curriculum to reflect the school community. The staff and governors do not consistently reflect the school community and therefore it is important that the curriculum offer, SMSC and visitors and speakers support to reflect the school community.

To achieve this objective we plan to:

- Bring DEI into the reading curriculum and moving into the wider curriculum.
- To learn about and celebrate a range of cultures and dates of religious importance in the school through assemblies and Crew Time.
- Plan for a range of visiting speakers to visit the school.
- Teach about all major world religions through the RE curriculum and visiting places of worship wherever possible.

Progress we are making towards this objective:

- September 2023 – staff training on diversifying the reading curriculum.
- RE curriculum in place.

### Objective 2

To raise the attainment of pupil premium and SEND children.

Why we have chosen this objective: There remains a significant attainment gap in most areas of the curriculum for children with SEND and whom are in receipt of the pupil premium compared to those with no SEND or pupil premium.

To achieve this objective we plan to:

- Review pupil progress processes to more effectively capture those with SEND/disadvantage.

Progress we are making towards this objective:

- Gap closed for disadvantaged pupils in phonics by the end of KS1.

### **Objective 3**

To ensure equitable provision pupils for all vulnerable pupils, including careful tracking of those at risk of disengagement from the curriculum.

Why we have chosen this objective: High levels of high needs pupils with barriers that can limit access to the curriculum. Carefully planned support is needed.

To achieve this objective we plan to:

- Track, monitor and review the progress of these pupils at least fortnightly.
- Regular parent meetings
- Continued engagement with outreach agencies and other services such as educational psychology
- Staff training on Trauma Informed Education, quality first teaching and specialist strategies
- EHCP applications to support the highest need

Progress we are making towards this objective:

- Continued working with external agencies
- Tracking grids in place
- In school provisions to support the highest need

### **Objective 4**

To improve children's life chances through further enhancing the early help offer for our children and families.

Why we have chosen this objective: High level of safeguarding needs and disadvantage in the school. Safeguarding difficulties present as a barrier to learning.

To achieve this objective we plan to:

- Establish our own food bank
- Set up drop in sessions with the school SENCO, Early Help Team and other relevant services
- MHST workshops for parents
- Uniform swap shop
- Continue to lead EHAs

Progress we are making towards this objective:

- A strong early help offer is already in place

### **Objective 5**

Follow IFTL recruitment systems and processes to ensure that recruitment promotes equality opportunities and ensure that development opportunities are provided equally.

Why we have chosen this objective: Lack of diversity within the staff team.

To achieve this objective we plan to: Proactively recruit staff from a range of backgrounds.

Progress we are making towards this objective:

- Follow all IFTL recruitment practices
- Equality statement is included in all job adverts

## **9. Monitoring arrangements**

The Head of School will update the equality information we publish, at least every year.

This document will be reviewed by the Head of School least every 4 years.

This document will be approved by governing body.

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

This document links to the following policies:

- Accessibility plan
- Child Protection and Safeguarding
- SEND information report
- IFTL Equality Objectives