

Mapplewells Primary and Nursery School



Equality Information and Objectives

Date Policy Written	
Date Policy to be Reviewed	
Date Presented to Governors	
Signed (Headteacher)	
Signed (Chair of Governors)	

Rationale

The public sector equality duty (PSED) requires schools to:

1. Publish information to demonstrate how they are complying with the PSED – schools must update this published information at least every year
2. Prepare and publish equality objectives – schools must update these objectives at least once every 4 years

The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained schools, academies, independent schools, maintained nursery schools, and maintained and non-maintained special schools.

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

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](#).

This document also complies with our funding agreement and articles of association.

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 headteacher

The equality link governor is Roz Taylor. 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
- 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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 objectives as set out in section 8.

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 link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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
- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering Good Relationships

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. 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

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 at the same time as 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 with the completed risk assessment.

Links to Other Policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to 'equality' these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if the complaint is not resolved satisfactorily.

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.

Objective	Why we have chosen this objective:	To achieve this, we plan to:	Outcome:
<p><i>Promote positive attitudes towards the promotion of racial equality</i></p>	<p>318 out of 334 children (95%) of our children are white British (whole school number). To promote community cohesion and understanding across our community.</p>	<p>We are going to:</p> <ul style="list-style-type: none"> • Share positive messages through whole school assemblies, class assemblies and PHSE work giving the children time to discuss and explore a range of cultures, religions and differences. • Ensure the teaching resources (particularly books used in school) reflect diversity in terms of race and culture. • Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies. • Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors. • Challenge parents where there is evidence of a lack of respect for diversity and where messages given at home are deemed to be incommensurate with school and British values. • Continue to ensure school has a range of texts that deal with racial diversity • Continue to have a zero-tolerance approach to bullying incidents and incidents related to the use of inappropriate language related to race or ethnicity. 	<ul style="list-style-type: none"> • The children display an understanding and positive attitudes towards the promotion of race equality. <p>The children will display positive attitudes towards people of different race.</p> <p>The school ethos, curriculum and environment clearly reflects our commitment to equality and provides clear evidence and focus on this.</p> <p>Children's awareness and tolerance will grow through being well-informed.</p>

		<ul style="list-style-type: none"> • Continue to promote and encourage acts of kindness. • Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability. 	
<i>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils</i>	As it is a new community that the school is serving there is a need to gather benchmark data of the community that the school is serving	Analyse pupil achievement and highlight areas of concern. Implement specific intervention where required to minimise any gaps in pupil achievement	<ul style="list-style-type: none"> • Systems in place to monitor pupil progress • Pupil performance information booklet documents the progress of specific groups
<i>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement</i>	Engagement of parents and pupils is an important requirement to document early on as this is a newly established community that the school is serving.	Monitor engagement through a variety of platforms. Conduct regular attendance analysis, along with pupil and parental surveys	<ul style="list-style-type: none"> • Attendance tracking system in place
<i>To understand and appreciate others religious beliefs</i>	The majority of our children are of the same religion or of no religion To promote an understanding of other people's faiths	<ul style="list-style-type: none"> • Ensure our curriculum allows for a greater awareness of religious diversity. • Ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faith. • Continue to purchase texts that deal with religious diversity. • Ensure that multi-faith displays are prominent around school. • Monitor that British Values is embedded within our curriculum. • Continue to have a zero-tolerance approach to incidents related to the use of inappropriate language related to religious beliefs. 	<ul style="list-style-type: none"> • The children will display positive attitudes towards people of different religions and faiths. • Through knowledge, will come understanding and the range of religions and faiths will be seen as an opportunity to celebrate diversity • The children will display, through their curriculum work, a sound understanding of other religions and faiths • Children's awareness & tolerance will grow through being well-informed

<i>To raise levels of attainment for vulnerable learners</i>	A priority will be to reduce the attainment gap of vulnerable pupils	Increase the number of Pupil Premium pupils working at the expected standard for their age. Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through ongoing assessment.	<ul style="list-style-type: none">• Systems in place to monitor pupil progress
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