

# St. Paul's Peel C.E. Primary School



## Equality information and objectives

September 2021

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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
- › 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 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

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.

#### **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)
- › 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. 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.

## **8. Equality objectives**

### **Objective 1**

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better.

This objective was chosen because we have had pupils and staff with disabilities in our school.

In order to achieve this objective we plan to discuss with staff, pupils and parents when support is needed.

Progress will be monitored regularly.

## **Objective 2**

Train appropriate staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

This objective was chosen to ensure that recruitment is a fair process for all individuals irrespective of any disability or protected characteristic.

In order to achieve this objective safer recruitment training will be available for staff and Governors who are part of any recruitment drive in our school.

Progress will be monitored regularly.

## **Objective 3**

To foster positive attitudes and relationships and a shared sense of cohesion and belonging

This objective was chosen to ensure that within the changing demographics of our school, everyone understands that we are all equal.

Progress will be monitored regularly.

## **9. Monitoring arrangements**

The Pupil and Parent Welfare Governor Subcommittee will update the equality information we publish, at least every year.

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

This document will be approved by Pupil and Parent Welfare Governor Subcommittee.

The responsible body for ensuring that St Paul's Peel C.E Primary School meets its Equalities Duty is the Governing Body.

This Equalities Scheme shows how the school will protect all pupils within the school who are vulnerable because of their protected characteristics.

In terms of this scheme protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnerships
- Pregnant or on Maternity Leave
- Race
- Religion or belief
- Sex
- Sexual orientation

The people covered by the School Equalities Scheme are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).

- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).
- Staff (in relation to their roles in school)

St Paul's Peel C.E. Primary School recognises that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

We recognise that under the Equalities Act it is unlawful to Harass or Victimise members of the school community because of their protected characteristics.

We recognise that it is lawful to take positive action to ensure that a member of the school community are not discriminated against, harassed or victimised because of a protected characteristic.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment