

# Equality information and objectives

Tenacres First School



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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 headteacher
- › 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 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.

## 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)

In fulfilling this aspect of the duty, the school will:

- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- › 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

## 8. Equality objectives

### Objective 1

Have in place a reasonable adjustment agreement for all pupils with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: Analysis of cohorts and new children to the school adaptations are necessary

To achieve this objective we plan to: Enhance the provision for identified pupils through resources, adult support and working with and liaising families and outside specialists. Staff to receive appropriate training to support children with specific needs. Where necessary children with specific needs are to have a care plan and risk assessment in place. Ensure that the physical environment meets the needs of all pupils. Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place

Success Criteria: All pupils have equal access to the curriculum. All children regardless of their race, gender and disability are supported in their learning

### Objective 2

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

Why we have chosen this objective:

To achieve this objective we plan to: To continue to close any gaps that occur. Review curriculum resources and replace/purchase where necessary. Analyse pupil data to be evaluated to ensure boys are achieving and attaining in line with girls and no other gaps between groups emerge. Any gaps emerging an action plan is in place and monitored by class teachers, subject leaders and the SLT.

Success Criteria: Any gaps and subsequent interventions reflect impact. Curriculum provision is gender neutral and careful thought is given to the selection of tasks and resources in place.

### Objective 3

To promote positive mental health through high quality PHSE, strong pastoral provision and good links with families.

Why we have chosen this objective: Due to the impact of the post covid lockdowns and the current impact of life in Britain ie living/energy costs. In addition, the internal knowledge school hold of families.

To achieve this objective we plan to: A wide range of activities to be offered to all children as part of the curriculum. Family learning sessions and signposting to agencies that can offer support. Analyse of referrals. School based Family Support Worker (FSW) to continue to work on the existing effective practice of building relationships and engagement with parent/carers

Success Criteria: The curriculum provides a wide range of opportunities relating to the promotion and development of positive mental health all children and families regardless of their race, gender and disability are supported. Access to the FSW and the positive impact of this.

## **9. Monitoring arrangements**

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

This document will be reviewed by Headteacher and the Governing Body at least every 4 years.

This document will be approved by the Headteacher and the Governing Body

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

See the school website for relevant policies.