



# Equality Information and Objectives Statement Policy

2024 – 2028

Owner:	Principal – J Roberts
Approved by:	School Development Board
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**Information and Objectives Statement Policy 2024 - 2028**

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## 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard for 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.
- We aim to develop a culture of inclusion and diversity in which people feel able to participate fully in school life.

## 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 Act sets out the eight 'protected characteristics' that Callowell Primary School will protect against discrimination. These characteristics are:

- |                           |                      |
|---------------------------|----------------------|
| • Age                     | • Race               |
| • Disability              | • Religion or belief |
| • Gender reassignment     | • Sex                |
| • Pregnancy and maternity | • Sexual orientation |

Callowell Primary School and will also ensure that there is no discrimination based on Marriage and civil partnership status.

- 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.

## 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 to the Principal.

The equality link governor is Chairperson of the Governors and they will:

- Meet with the designated member of staff for equality to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors regarding any issues.

All school staff are expected to have regard for 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.

## 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 or staff 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 and staff 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.

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

## 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.
- 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.

## 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: To monitor and analyse pupil achievement by race, gender, religion and disability and act on any trends or patterns in the data that require additional support for pupils**

**Why we have chosen this objective:** All pupils should have equal access to the curriculum. All children regardless of their race, gender, religion and disability must be fully supported in their learning.

**To achieve this objective we plan to:**

- To ensure that the curriculum is relevant to the whole school population-

- To build upon the existing programme of events, trips and visitors
- 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

## **Objective 2: To promote cultural diversity, development and understanding through a rich range of experiences both in and beyond school**

**Why we have chosen this objective:** To ensure that pupils at Callowell have a curriculum that is enriching and develops their understanding of the diverse\* world we live in. We want our pupils to respect, value, embrace and celebrate diversity in the world.

\*Diverse – referring to the following, but not limited to: **culture, race, gender, age, ethnicity, belief, sexuality, disability and religion.**

### **To achieve this objective we plan to:**

- Develop a programme that will cover a \*Diverse range of visitors or visits to enlighten and enrich pupils' learning and understanding of the world they live in.
- Celebrate festivals of a range of cultures and countries.
- Use major events and special days such as Olympics, World Cups, Young Carers day, Black History Month etc.

## **Objective 3: Address social disadvantage through curriculum design and delivery that meets the needs of ALL learners, to give them the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences later on in life.**

**Why we have chosen this objective:** To Improve the outcomes for social disadvantaged pupils to ensure they have the opportunities, experiences and aspirations to succeed in their future lives.

### **To achieve this objective, we plan to:**

- Review and build on evidence-base teaching, interventions and wider approaches already in place.
- Carry out a comprehensive review on current approaches in addressing educational disadvantage.
- Use outcomes to inform a strong, cohesive strategy with clear outcomes for impact.
- Monitor and analyse pupil achievement by groups of learners and act upon any trends or patterns in the data that highlight additional support for pupils – ensuring that any adaptations/interventions are needs led.
- Opportunities to enrich their life chances by resourcing after school provision, residential, IT equipment, visits to the theatre, literature festivals etc.

## **Objective 4: To increase awareness and understanding of gender equality in all areas of school life**

**Why we have chosen this objective:**

We want to close any gender gaps in all year groups by ensuring our curriculum provision is gender neutral and careful thought is given to the selection of tasks and resources

**To achieve this objective we plan to:**

- Develop whole school aspirations and themes to promote gender equality in professions
- Review curriculum resources and replace/purchase where necessary
- Pupil data to be evaluated to raise awareness of any significant gender gaps.

## 9. Monitoring arrangements

The School Development Board will update the equality information we publish at least every year.

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

This document will be approved by The School Development Board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Child Protection and Safeguarding