



Equality Information and Objectives

Huxley CE Primary School

EQUALITY INFORMATION AND OBJECTIVES

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](#).

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, 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 will:

- Meet with the designated member of staff for equality annually 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 annually or when an issue arises 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 information on the Equality Act as part of their induction, and all staff receive refresher information every September as part of the Staff Handbook.

The school has a designated member of staff for monitoring equality issues – Mrs Rachel Gourley, and also 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 activities). 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)
- Due to the small numbers the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable.

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 through our Christian values, teaching in RE, Philosophy for Children, 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, all pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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.

Equality objectives

<p><i>Objective 1: Encouraging girls to consider non-stereotyped career options</i></p>
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Why we have chosen this objective:

To give our girls a broad and balanced view of future careers that are available to them.

To achieve this objective, we plan to:

Hold an aspirations day, contact parents in non-stereotypical roles within the community to share experiences of their jobs.

Research positive female role models and attach them to year groups for project based research.

Progress we are making towards this objective:

Aspirations day planned for the summer term.

Objective 2: Increasing progress in maths for children with SEND

Why we have chosen this objective: SEND pupils do not appear to make as much progress in maths as they do in reading and writing.

To achieve this objective, we plan to:

Research and implement appropriate maths interventions for our SEND pupils.

Progress we are making towards this objective:

SENCO has researched interventions and staff have been trained to deliver appropriate interventions. Impact will be measured over the coming year.

Objective 3: To source and train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those carrying out the training have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure all staff and governors who are involved in recruitment are fully aware and adhere to the equal opportunities and non-discrimination acts.

To achieve this objective we plan to: Research and source appropriate training

Progress we are making towards this objective: HT is currently researching online training for this

Objective 4: Undertake an analysis of recruitment data and trends with regard to race, gender and disability whenever recruitment selection takes place, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To analyse the range of applicants we receive and compare against the candidates we interview then appoint to ensure there is no bias against any minority groups.

To achieve this objective, we plan to: Collate all the employment data from all applications and cross reference against who is shortlisted and who is appointed.

Progress we are making towards this objective:

Processes have now been put in place for this to be carried out when we next have a vacancy to fill.

Objective 5

To further research becoming a 'Disability Confident Employer'

<https://www.gov.uk/guidance/disability-confident-how-to-sign-up-to-the-employer-scheme>

Why we have chosen this objective: To raise the awareness of being a Disability Confident Employer and lead the way in our business sector and beyond, helping to positively change attitudes, behaviours and cultures.

To achieve this objective we plan to: Move towards gaining the **Level 1: Disability Confident Committed**

- To be recognised as Disability Confident Committed we will agree to the Disability Confident Commitments and identify at least one action that we will carry out to make a difference for disabled people.

Progress we are making towards this objective:

Initial research has taken place and will be further explored by the SLT during the Spring term 2020.

Monitoring arrangements

The SLT will update the equality information we publish, at least every year.

This document will be reviewed by the SLT and the Policies and Procedures committee of the governing body at least every 4 years.

This document will be approved by Policies and Procedures committee of the governing body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Huxley CE SEND Policy
- Huxley SEND Information Report

Approved by: FGB

Date: Oct 2019

Review due by: Oct 2023

Written by Cathy Davies
27 November 2020

Ratified by Governors
14 December 2020