



# Public Sector Equality Information and Objectives

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	Date	Signed
<b>This Policy was adopted on</b>	Mar 2022	
<b>To be reviewed</b>	Mar 2024	

## Our vision statement

*With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.*

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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](#).

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 on a daily basis to the headteacher

The equality link governor is Vanessa Dixon. She will:

- › Meet with the designated member of staff for equality every year, 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

Mrs Frances is the designated member of staff for equality

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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.

## **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

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

## **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)
- › 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 (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 by July, to meet their needs better and ensure that any disadvantages they experience are addressed.**

Why we have chosen this objective: to ensure that staff with disabilities are able to carry out their work safely and effectively

To achieve this objective we plan to: meet with any relevant staff to discuss any necessary reasonable adjustments. These will then be recorded.

Progress we are making towards this objective: We have devised a reasonable adjustment proforma for use moving forwards. Reasonable adjustments are agreed on this form.

## Objective 2

**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 attending have a good understanding of the legal requirements.**

Why we have chosen this objective: To ensure that we recruit fairly

To achieve this objective we plan to source, identify and roll out appropriate training for the head teacher, deputy head teacher and school business manager. Training will also be offered to Governors.

Progress we are making towards this objective: Training on Equality and Diversity has been allocated on Educare. The senior leadership team and governors involved in recruitment will have completed this training by 7th April 2022

## Objective 3

**Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.**

Embed the Everyone's Welcome resources into the PSHCE curriculum

To achieve this objective we plan to: ensure that all year groups are taught about diversity through high quality PSHCE lessons. Everyone's Welcome resources and books are available and used effectively as part of PSHCE teaching. Teachers feel confident to deliver these materials

Progress we are making towards this objective:

The Everyone's Welcome scheme has been integrated into our PSHCE scheme of work. The PSHCE coordinator has been on Everyone's Welcome training. Teachers are teaching using these resources for the first time this year. Parents were invited into school to view the materials.

## 9. Monitoring arrangements

The head teacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by governing board and head teacher


## 10. Links with other policies

This document links to the following policies:

- > Accessibility plan
- > Risk assessment

## Appendix 1

### Historic targets (achieved)

Target	Date Achieved
<p>Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.</p>  <p>Why we have chosen this objective to demonstrate to candidates that we will:</p> <ul style="list-style-type: none"> <li>• interview all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities.</li> <li>• ensure there is a mechanism in place to discuss, at any time, but at least once a year, with disabled employees what can be done to make sure they can develop and use their abilities.</li> <li>• make every effort when employees become disabled to make sure they stay in employment.</li> <li>• take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work.</li> </ul>	<p>March 2022</p> <p>This objective has been achieved. Our paperwork now contains the two ticks logo</p>

