

STOW-on-the-WOLD PRIMARY SCHOOL

heart hand mind

Equality Information and Objective (Public Sector Equality Duty) Statement for Publication Policy



Approved by:	Full Governing Body	Date:	5 th February 2024
Last reviewed on:	1 st February 2024	Signature:	<i>T. A. Bartlett</i>
Next review due by:	1 st February 2025	Chair of Governors	

STOW ON THE WOLD PRIMARY SCHOOL

Equality Objectives and Plan 2023-2028

Stow-on-the-Wold Primary School is a mainstream school with an inclusive ethos. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in school whilst celebrating and valuing the achievements and strengths of all members of the school community.

The Governing Body is committed to ensuring that we continue to tackle issues of disadvantage and underachievement of different groups and has produced an action plan, updated every four years, detailing the main objectives and actions to achieve the school's plans.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality. Equalities information will be updated annually on SIMS and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

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

Our school aims to promote respect for difference and diversity in accordance with our values, such as heart, hand and Min- Be safe, Be supportive and Persevere and though adopting Rights Respecting Schools

We ensure that we have due regard to the three main arms of the act as follows:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

Protected characteristics are recognised as follows:

- Disability
- Race and ethnicity
- Gender
- Gender identity

- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination) • Pregnancy and maternity
- Religion and belief Sexual identity
- Socio economic circumstances are not a protected characteristic but are included in our equality objectives

Our equality objectives, as agreed by staff and Governors are:

- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school, and in this way to reduce inequalities and promote good relationships between all sectors of the community
- To ensure that all pupils are given similar opportunities to participate in after-school clubs and activities including residential visits and trips off site and to have the opportunity to undertake roles and responsibilities, and in this way reduce inequalities relating to the protected characteristics listed above.
- To ensure the school environment is accessible as possible to all pupils, staff, parents and visitors, and in this way promote good relationships and reduce inequalities.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 in particular any areas arising from our pupil survey and with particular reference to homophobic and transgender bullying and increase understanding of equality through direct teaching across the curriculum, and in assembly through use of biographies and picture news.
- Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially those eligible for free-school meals, children with special educational needs and disabilities, those experiencing ACES, EAL, Young carers and looked after children, and in this way reduce inequalities and promote good relations between groups of children.

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
- 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 Joy Dimond. She will:

- Meet with the designated member of staff for equality every other month at Premises committee meetings along with 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The designated member of staff for equality who is also the PSHCE lead will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term 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 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.

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 clubs and after school activities)

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 data referenced above 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

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 assemblies, 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 planned books and literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate in such assemblies and we will also invite external speakers to contribute such as the schools beat officer, local clergy or representatives from minority groups in the community
- Working with our local community. The school works very hard at promoting good relationships within the community This includes inviting leaders of local faith groups in to school to speak at assemblies or in RE lessons, and organising school trips and activities based around the local community especially intergenerational projects and links with the town council
- 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

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

Each of these identified objectives has been identified and published as individual plans with specific and achievable actions which are time limited and measurable.

The objectives will be reviewed every year by the Governing body before setting the budget and will be updated every four years

The progress towards objectives will be monitored by the standards committee of Governors who meet every other month and data relating to equalities will be detailed in the Heads report to Governors which is discussed at each Full Governing Body meeting

Equality objectives

Objective 1 To ensure accessibility of the building

Why we have chosen this objective: to ensure that everyone able to access the building and its facilities in order to play a full part in the life of the school

To achieve this objective we plan to: gather any information on any disability amongst the school community, investigate ramps to hall doors, a loop in the school hall, accessible parking spaces, easy access around the building review of interval school doors and review of painting and markings in school to ensure visibility and clarity, also to support those with sight difficulties or dementia

Progress we are making towards this objective: checked that the school is completely accessible to wheelchair users, ensuring the premises are suitable for users of the premises, including those in wheelchairs, or using a motorized vehicle and walking aids, those with hearing aids, allowing parents with disabilities to use the nearest car parking spaces, being mindful of how steep the slope to the community centre is, ensuring that corridors have easy access and view to the escape routes in line with fire risk assessment, to review the slope of grass to the school field.

Objective 2 To ensure that the curriculum fully reflects equal opportunities for different religions, gender and socio-economic background of children, including ensuring those using school transport are not disadvantaged, nor those whose parents are unable to drive or attend functions and events. Focus on ACES

Why we have chosen this objective: Part of RRSA award, recognition that our changing school population will require a different approach to ensure they can all access activities especially those who require additional medication or supervision in order to take part in events and to access the curriculum safely

To achieve this objective we plan to: Review every trip and start to look at Equalities Impact on each lesson, activities, club, trip or other occasion to ensure everyone took part or attended without prejudice or discrimination

Progress we are making towards this objective: To risk assess each child and each activity as required

To pay due attention to those attending and taking part and to think creatively about how they can be supported to contribute and play a full part. The school is already adept at supporting its minority religious groups and children with specific medical conditions

Objective 3 To ensure staff members are treated fairly and support in place for those with certain medical conditions or protected characteristics

Why we have chosen this objective: To ensure staff members with medical conditions such as diabetes, epilepsy, asthma or protected characteristics such as their age, religion, pregnancy are treated equally and have equal opportunities in school and are well supported by colleagues, and to ensure staff making appointments are correctly trained in ensuring equity

To Achieve this objective we plan to: ensure we have an emergency plan for all staff who require it and a risk assessment as required. Training for all other staff in First Aid with specific reference to the conditions, and an agreed plan of action, support through occupational health to ensure that as a school we are meeting needs, to ensure trips are risk assessed in terms of keeping staff and children safe, to ensure that staff can carry out their duties effectively, to ensure efficient use of staff

Progress we are making towards this objective: First Aid training for all staff and focusing on diabetes, beginning to identify staff members who fall into this category, begin to make adequate provision and to ensure they are able to carry out their roles in school.

Objective 4

Train all members of staff and governors 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: We have not had recent training in this area and it would fit well with the school's focus on Rights Respecting school status

To achieve this objective we plan to: Audit possible providers, select a suitable method to train staff, then pay and allow time for training and reflection on training

Progress we are making towards this objective: Action plan for Silver RRSA in place, appointed Governors to support this action, making sure equal opportunities is on premises and standards governors agendas and at staff meetings.

Monitoring arrangements

The Standards committee 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 governing board

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Improvement Plan
- Rights Respecting school action plan- Silver