

John Keble Church of England Primary School



Equalities Information and Objectives

Rooted together in love, growing without limits...

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Chair of Governors	Tim Johnston
Head teacher	Catherine Allard
Date	May 2023
Review date	

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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

The equality link governors are Kevin Snow and David Payling. They will:

Meet with the designated members of staff for equality every term , 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 among 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 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.

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 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 people 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 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

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

Working with our local community. This includes inviting leaders of local faith groups to speak in school, and organising school trips to a variety of places of worship 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

That the school's curriculum is ambitious and designed to give pupils with SEND the knowledge that they need to take advantage of opportunities, responsibilities and experiences later in life

Why we have chosen this objective: 37% of the school pupil population are identified as having SEND. Attainment data for this cohort of children is significantly lower than the data for 'all pupils.'

To achieve this objective we plan to:

- All staff undertake appropriate training to make them fully aware of their obligations under the law
- Deliver teacher and TA INSETs around adaptive teaching and personalised learning, delivered by SLT, middle leaders as well as specialists (i.e. BOAT, educational psychologist, speech and language therapist)
- Regular and monitoring with ongoing coaching

Progress we are making towards this objective: (new objective)

Objective 2

Undertake an analysis of SEND pupils participation in extracurricular activities and in our Junior Leadership Team

Why we have chosen this objective: 37% of the school pupil population are identified as having SEND. We do not know if they are adequately represented in extracurricular activities and in our Junior Leadership Team, particular pupils with EHCP

To achieve this objective we plan to:

- Audit take up of extracurricular activities and in our Junior Leadership Team
- Ensure equal access through talking to SEND pupils about extracurricular activities and removing barriers for sign up, including offering free places
- Ensure equal access through talking to SEND pupils about our Junior Leadership Team, exploring the roles and supporting children to apply

Progress we are making towards this objective: (new objective)

Objective 3

Undertake an analysis of recruitment data and trends in regard to race, gender and disability in autumn 2023, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: The last analysis of recruitment data was completed in Spring 2021 and concerned race alone.

To achieve this objective we plan to:

- Analysis recruitment data from the last 36 months
- Complete a report for resources committee in spring 2024
- Agree actions from the report

Progress we are making towards this objective: (new objective)

Objective 4

To eliminate incidents of homophobia

Why we have chosen this objective: A very small number of pupils are still using homophobic language, in particular two terms are being used as insults

To achieve this objective we plan to:

- Run additional PHSE workshops for these children

- All incidents of homophobic language will be addressed by SLT
- Contact parents in all cases
- Report all incidents to governors with a breakdown of each case

Progress we are making towards this objective: (new objective)

Objective 5

To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen

Why we have chosen this objective: Our curriculum is new and whilst we have included a variety of carefully chosen resources, we have not completed a comprehensive audit that includes all curriculum subjects across all year groups

To achieve this objective we plan to:

- Audit every curriculum subject in every year group to identify the positive representation of all protected characteristics
- Identify gaps in our provision
- Draw up actions to address this gaps

Progress we are making towards this objective: (new objective)

9. Monitoring arrangements

The governing board will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

[Accessibility plan](#)

[Risk assessment](#)

[SEND Policy](#)

[Admissions Policy](#)

[Staff Handbook and Code of Conduct](#)

[Accessibility Plan](#)