



RUDGWICK PRIMARY SCHOOL

Equality Information and Objectives Policy

2023-2027

Inspire - Believe - Achieve



Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.

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Review and approval by: FGB

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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.](#)

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, 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 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 (SendCo) 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 year.

The school has a designated member of staff for monitoring equality issues. They regularly liaise with the headteacher 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

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 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 (to be reviewed every 4 years)

Objective 1:

To close gaps in attainment and progress between all groups of children (with a focus on boys/girls, pupils eligible for FSM, children with SEND, CLA and pupils from different heritage backgrounds).

Why we have chosen this objective: School progress and attainment data shows that there are differences between identified groups of pupils. This affects their life chances.

To achieve this objective we plan to: Monitor progress closely, continue to hold pupil progress meetings where every child is discussed at an individual level and put the support in place to help them achieve to their full potential. Continue to embrace and encourage Growth Mindset principles so that pupils expect to do well and teachers believe that they can do well.

2025/26 review:

33% of PP children achieved EXS in R, W, M combined at the end of KS2.

57% of non-PP children achieved EXS in R, W, M combined at the end of KS2.

55% of boys achieved EXS in R, W, M combined at the end of KS2.

45% of girls achieved EXS in R, W, M combined at the end of KS2.

100% of PP children passed the Y1 phonics

83% of non-PP children passed the Y1 phonics

77% of boys passed the Y1 phonics

89% of girls passed the Y1 phonics

0% of PP children achieved a GLD in Reception

77% of non-PP children achieved a GLD in Reception

64% of boys achieved a GLD in Reception

88% of girls achieved a GLD in Reception

Objective 2:

To increase the number of pupils eligible for free school meals participating in extra-curricular clubs.

Why we have chosen this objective: Uptake of club offers from this group of children is not currently as high as it could be.

To achieve this objective we plan to: Promote clubs with the relevant children and families, use PPG to support participation in paid for clubs and ensure priority places are given for free clubs.

2025/26 review:

12 children were in Year 1-6 (and therefore could attend clubs). 10 children attended at least one club each this year (83%).

Objective 3:

To increase rates of attendance amongst those pupils eligible for free school meals

Why we have chosen this objective: This group has significantly lower rates of attendance than others and this impacts on their progress and attainment.

To achieve this objective we plan to: Forge stronger relationships with particular 'harder to reach' families in order to help them to appreciate the importance of regular attendance.

2025/26 review:

Attendance for those children eligible for FSM was 91.6% (national average was 89.13%).

9. Monitoring arrangements

The Governing body will update the equality information we publish at least every year.

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

This document will be approved by the Governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- School Policy Statement on Equality and Diversity