



**RUDGWICK PRIMARY SCHOOL**  
Equality Information and Objectives Policy

Inspire - Believe - Achieve



**Our Vision:**

Rudgwick Primary School aims to be a community where everyone is **inspired** by a love of learning, is supported and encouraged to **believe** in themselves and is enabled to **achieve** success.

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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 achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.***

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

**To achieve this objective we plan to:** Raise expectations. Embrace Growth Mindset principles so that pupils expect to do well and teachers believe that they can do well.

**Progress we are making towards this objective 2019/20:** Growth Mindset introduced to school pupils and adults. Staff are clear about expectations in terms of attainment data for all groups.

**Progress we are making towards this objective 2020/21:** Pupil Premium review 8/02/21. Focus on provision for disadvantaged group post Covid lockdown

***Objective 2: To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.***

**Why we have chosen this objective:** From time to time children are heard using derogatory language without realising the impact it has on others

**To achieve this objective we plan to:** Develop the positive impact of our core school values by introducing another 'layer' entitled wider school values. These will reflect the importance of behaviours such as understanding, tolerance and respect. These will then be incorporated into assemblies and values work in the classrooms.

**Progress we are making towards this objective 2019/20:** Children and staff working on a list of desired behaviours

**Progress we are making towards this objective 2020/21:** Wider values promoted and celebrated weekly. Profile of desirable behaviours is high. Systems for reporting different forms of unacceptable behavior have been revised.

**Objective 3: To ensure that the school learning environment better reflects and celebrates the diversity of our intake**

**Why we have chosen this objective:** Rudgwick Primary School serves a predominantly white middle class catchment. However, there are representatives of various minority groups and cultures within the school population and it is vital for them to feel included and valued. Every individual regardless of social background, race etc has equal rights.

**To achieve this objective we plan to:** Survey the representation of these groups in our displays, in the contents of the library, in the work the children are given to do.

**Progress we are making towards this objective 2019/20:** Audit the number of different languages spoken by our pupils and staff.

**Progress we are making towards this objective 2020/21:** Audit of library and learning environment scheduled (See SDP)

**Objective 4: 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.

**Progress we are making towards this objective 2019/20:** Families identified – working on action plan.

**Progress we are making towards this objective 2020/21:** ELSA work with particular families showing impact on attendance. Attendance Aut 20 highest rates in four years. Attendance for FSM group improving.

## **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