

# Equality information and objectives

## Midsomer Norton Primary

**Approved by:** Local Governing Board

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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, 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

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 April.

## 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 (Champions For Change) 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 on 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 on Evolve.

## 8. Equality objectives

### **Objective 1: Increase understanding between different religious groups and those of no faith and between different cultures**

*Why we have chosen this objective:*

The school community is 85% white British. There is no single large group of pupils from other ethnic backgrounds. 55% of pupils have no religion, 29% are Christian, 0.5% are muslim and 1.2% 'other religion'. We believe such small minorities are potentially at risk of discrimination due to a lack of understanding leading to intolerance, unless we actively promote understanding of different faiths.

*To achieve this objective we plan to:*

- Ensure the long term curriculum plan progressively develops understanding of different faiths
- Ensure that in each phase pupils experience a trip to (or visitor from) a Christian place of worship and a non- Christian place of worship
- Expand our programme of assembly talks by visitors from different religious backgrounds
- Ensure that the curriculum builds a deep understanding of diversity in Britain and the
- Ensure our school library and curriculum texts are cultural diverse

*Progress we are making towards this objective:*

The long term plan has been successfully mapped out.

Significant investment has been made in ensuring we have a wide range of multicultural texts.

A new PSHE scheme has been purchased.

### **Objective 2: Promote aspiration and positive self-image amongst girls**

*Why we have chosen this objective:*

A proportion of our girls continue to lack confidence and self-esteem which impacts on their physical and mental health, their resilience and educational outcomes particularly in maths. Sheu survey data confirms that self-esteem for girls is lower than BANES

*To achieve this objective we plan to:*

Use SHEU survey data to address positive self-image amongst girls.

Consider how sports participation can be increased amongst girls through positive discrimination for sporting events.

Include lessons on self-image and the role of social media in the computing and PSHE curriculum.

Ensure a collaborative rather than a competitive approach to learning in maths.

Encourage a culture of kindness and supportiveness through regular circle times and assemblies and events

*Progress we are making towards this objective:*

Purplemash includes through e-safety lessons including how to support others on line.

New PSHE scheme is being purchased. Training is arranged for staff.

Collaborative approach in maths does seem to be improving girls willingness to have a go.

### **Objective 3: Promotion of gender equalities**

*Why we have chosen this objective:*

We want to develop understanding amongst our community and support all children, families and staff of the community regardless of gender/ sexuality.

*To achieve this objective we plan to:*

- Ensure welcoming environment to different families
- Ensure access to gender neutral toilets
- Take a zero tolerance approach to homophobic language.
- Address intolerance through the curriculum eg. Attitudes towards roles in WWII, attitudes towards sexuality
- Consult and introduce new Sex and Relationships policy and scheme.

*Progress we are making towards this objective:*

- Rainbow stickers/ posters welcoming all to the school and positive images are evident in school.
- Zero tolerance approach to homophobic language approach has been communicated to children. It has been the focus of circle times. There are reduced instances of homophobic language.
- Children are supported pastorally where parents have requested.
- Timeline for SRE scheme and consultation is in place.
- Some history topics have explicitly addressed prejudice in the past.

## 9. Monitoring arrangements

The Head Teacher will update the equality information we publish, at least every year.

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

This document will be approved by Local Governing Board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

## APPENDIX – Attainment by relevant protected characteristics 2018-2019

Percentage of children reaching a Good Level of Development at the end of Reception

Boys	74%
Girls	80%

White-British	73%
Non White-British (4 children)	100%

Percentage of children reaching the phonics-screening threshold in Year 1

Boys	85%
Girls	61%

White-British	25%
Non White-British (4 children)	83%

Percentage of children reaching the Age Related Expectations in Year 2

	Reading	Writing	Maths
Boys	74%	61%	78%
Girls	70%	70%	80%

	Reading	Writing	Maths
White-British	73%	63%	80%
Non White-British (3 children)	100%	100%	100%

Percentage of children reaching the Age Related Expectations in Year 6

	Reading	Writing	Maths
Boys	58%	71%	71%
Girls	75%	94%	81%

	Reading	Writing	Maths
White-British	100%	100%	100%
Non White-British (4 children)	61%	77%	72%