

Equality information and objectives

West Hill Primary School



Approved by:

Date:

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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, communicate what is expected of them and can be expected from the school in carrying out its day to day duties
- Ensure the school community receives adequate training and awareness building to meet the need of delivering equality
- Ensure that staff are aware of their responsibility to record and report prejudice related incidents
- Monitor success in achieving the objectives and report back to governors

The senior leadership team will:

- Support the head in meeting duties under the Equalities Act.
- Ensure fair treatment and access to services and opportunities
- Ensure that staff are aware of their responsibility to record and report prejudice related incidents

The teaching and non-teaching staff will:

- Support the head in meeting duties under the Equalities Act.
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated
- Ensure all pupils are treated equally, to support positive outcomes for all pupils
- Design and deliver an inclusive curriculum
- Understand and acknowledge individual responsibility to record and report prejudice related incidents

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.

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)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Consult and involve widely
- 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. closing the gap in attainment between different groups)
- 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 foster good relations 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
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

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

8. Equality objective

1. *Improve outcomes for pupils with protected characteristics – SEND*

- Embed a culture of Nurture across the school: attain the Nurture award
- Embed “Nurture” groups in KS1 and KS2.

- Continued professional development for teachers to secure knowledge and understanding around pupils with SEND.

2. *Ensure the curriculum offer reflects our diverse school community.*

- Implement a curriculum which is diverse and reflects our school community and the wider world.
- Ensure that the literature that is offered reflects our school community and the wider world.
- Continue to celebrate diversity through whole school and class assemblies
- Ensure that resources/ literature offered is reflective of our school community and the wider world.

9. Monitoring arrangements

The co-headteachers will update the equality information we publish at least every year.

This document will be reviewed at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy

West Hill Primary School

Review Equality Objectives 2020- 2021

Objective	Outcome/ Review Oct 2021
<p>1. <i>Improve outcomes for pupils with protected characteristics – SEND</i></p> <ul style="list-style-type: none"> • Embed a culture of Nurture across the school: attain the Nurture award • Embed “Nurture” groups in KS1 and KS2. • Continued professional development for teachers to secure knowledge and understanding around pupils with SEND. 	<p>*Nurture embedded across school, evidenced in lessons observed, interactions between teachers and pupils, discussions in target setting and pupil progress meetings, EP reflective spaces, continued relationships with outside agencies, relationships with parents, parents coffee morning well attended, Nurture award submitted July 2021. Achieved</p> <p>*Nurture groups in KS2 supporting pupils with sig SEND, UKS2 nurture group started Sept 21, positive response from parents and pupils in group. Achieved</p> <p>*CPD events attended linked to social communication, Nurture CPD opportunities delivered by DHT, EP reflective space supporting the Nurture principles Ongoing ~ as always we can always dev our professional knowledge around SEND</p>
<p>2. <i>Ensure the curriculum offer reflects our diverse school community.</i></p> <ul style="list-style-type: none"> • Implement a curriculum which is diverse and reflects our school community and the wider world. 	<p>*Curriculum reviewed by all subject leads in 2020, curriculum is reflective of our local community and the wider world, evidenced in learning walks, discussions with teachers, knowledge organisers sent home to parents highlight the diversity of the curriculum Ongoing ~ due to Covid this piece of work needs further embedding and SLT input to ensure full coverage and teacher knowledge.</p>

<ul style="list-style-type: none"> • Ensure that the literature that is offered reflects our school community and the wider world. • Continue to celebrate diversity through whole school and class assemblies • Ensure that resources/ literature offered is reflective of our school community and the wider world. 	<p>*English lead sourced, researched and purchased texts which are diverse, English curriculum reflects the wide world and our local community, enriched curriculum opportunities involving diverse theatre groups, authors and poets. Children are able to see role models in literature which reflects their cultural identify.</p> <p>Achieved</p> <p>*All assemblies are planned and celebrate the wider world and our local heroes, Assemblies continued throughout the restrictions placed on schools during 2020. This is evidenced through learning walks, discussions with teachers and SLT.</p> <p>Achieved</p> <p>See above</p> <p>Achieved</p>
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