

# Equality Information and Objectives

## Long Wittenham C.E. Primary School



*These objectives support the school vision*  
*Caring For Others And Courageously Striving For Excellence*

**Last reviewed on:** 31<sup>st</sup> December 2021

**Next review due by:** November 2022

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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 SEN governor, Lyndi Feather, is the designated equality link governor. She will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure she is 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The head teacher is the designated member of staff for equality; in this role, she will:
- Promote knowledge and understanding of the equality objectives amongst 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 members receive training on the Equality Act as part of their induction, and all staff members 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 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:

- Support learners with particular needs
- Make sure that the school accessible to all

## **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 protected characteristics through diversity in our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, and about the achievements of people of colour and other protected characteristics in geography, history and art
- Inviting speakers to visit classes or whole school assemblies
- 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 ensure that the voices of pupils with protected characteristics are heard. All pupils are encouraged to participate in the school's activities, such as sports clubs and to express their views (e.g. Eco-Committee, School Council, Values Ambassadors). 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 part of the risk assessment.

## 8. Equality objectives

**Objective 1: Identify next steps targets for pupils with additional needs and provide effective support and challenge so that they achieve the best possible outcomes. Set November 2019**

Why we have chosen this objective: To monitor progress and attainment in core subjects to ensure equality across additional needs and disabilities.

To achieve this objective we plan to:

- Focus pupil profiles on learning priorities, discuss these with parents, and monitor them regularly
- Provide differentiated resources to support independent learning
- Provide additional homework/revision support
- Provide CPD for staff so that reading, writing and phonics lessons for pupils with additional needs are effective
- Provide 1:1 and small group sessions so that pupils with additional needs make good progress

### Progress 2020-21

Learners with particular needs:

- Feedback was sought from children with special educational needs who expressed that they felt safe and supported in school
- Pupils with SEND made good progress.
- Pupils with SEND were provided with additional support and differentiated resources.
- Pupils with SEND were provided with targeted interventions which helped with their progress.

Teachers and support staff:

- Staff received training as outlined above and performance appraisal feedback showed that they were confident to deal with the additional needs.

**Objective 2: Identify actions required to ensure that the school is accessible to all and implement these Set November 2019**

Why we have chosen this objective: To ensure all pupils, including vulnerable pupils and those with additional needs, are able to access a full school curriculum

To achieve this objective we plan to:

- Review Individual Health Care Plans regularly with parents or medical professionals.
- Update first aid training for school staff
- Use Pupil Premium Grant funds to enable vulnerable children to attend clubs, school visits

### Progress 2020-21:

- Attending breakfast club helped vulnerable pupils to be prepared for school each day as well as helping them to socialise with other children.
- Attending after school clubs, visits and residential trips enabled vulnerable pupils to develop additional physical and team building skills and develop self-esteem.
- Termly meetings between the SENCo, class teacher and parents of children with additional needs enabled parents to understand the interventions in place and develop good relationships
- All children, including those with additional needs participated in curricular and extra-curricular activities.
- Families were provided with additional support as needed and all children accessed the curriculum during lockdown.
- Pupils returned to school to receive targeted support which also benefitted their families.

***Objective 3: Identify actions required to ensure that pupils from re-settled Afghan families have the support they need to thrive Set December 2021***

Why we have chosen this objective: To ensure new international arrivals are able to develop fluent English language skills, access a full school curriculum, expand cultural capital and develop mental health and resilience

To achieve this objective we plan to:

- Provide resources for pupils to improve their English language skills
- Recruit support staff and volunteers to provide personalised English language lessons and Drawing and Talking
- Provide CPD for school staff including support from CAMHS
- Use additional funds to ensure that these pupils make the best possible progress from starting points

***Objective 4: Make changes to the curriculum to increase the visibility of people of colour and with other protected characteristics in subject-specific projects Set December 2021***

Why we have chosen this objective: To ensure the visibility of people of colour and with other protected characteristics in the curriculum has been increased.

To achieve this objective we plan to:

- Audit history, geography and art projects and amend to increase the visibility of people of colour and with other protected characteristics
- Audit key texts in the English curriculum and amend to increase the visibility of people of colour and with other protected characteristics
- Choose resources in all subjects to increase the visibility of people of colour and with other protected characteristics
- Provide CPD for teachers to support better knowledge and understanding of alternative perspectives, especially in history and diverse voices, especially in art

## **9. Monitoring arrangements**

- SEN Governor will review progress on the objectives every term.
- SEN Governor will update the equality information we publish, at least every year.
- This document will be reviewed by FGB at least every 4 years.
- This document will be approved by FGB.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility Plan
- Health and Safety Policy
- Special Educational Needs Policy