

# Homefields Primary School

## Equality Information and Objectives

### 2022



Date of policy publication: **June 2022**

Author/s of policy: **Homefields Primary School**

Date of next review: **June 2023**

#### Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented	Approved by FGB
2018	S. Coleman	To update current Equality Policy		
Nov 2020	R. Civval	Addition of Action Plan	<b>Nov 2020</b>	FGB 17.11.20
<b>June 2022</b>	<b>S.Coleman</b>	To update current Equality Policy	<b>July 2022</b>	<b>FGB</b>

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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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. Purpose

In the spirit of the school's ethos, we aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs , in the last 10 years, Homefields has seen a shift our context.

### School characteristics

	2019	2020	2021
School number on roll	Above average 361	Above average 365	Above average 357
School % FSM	Well below average 3	Well below average 2	Well below average 4
School % SEND support	Below average 8	Well below average 8	Well below average 6
School % EHC plan	Well above average 3	Above average 1.9	Above average 2.5
School % EAL	Above average 11	Above average 13	Above average 13
School % Stability	Above average 91	Well above average 91	Well above average 92

We have seen an increase in EAL and SEND. We want to ensure that every child has appositve self image and celebrates their individuality.

- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

## 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 of 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher,

The equality link governor will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

## 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. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. Next training September 2022

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 that are connected to a particular characteristic they have .
- 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 .

In fulfilling this aspect of the duty, the school will:

- Analyse 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
- 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 stored electronically with the completed risk assessment.

## 9. Monitoring arrangements

The Equality Governor and Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Full Governing Board least every 4 years.

This document will be approved by the Full Governing Board

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Mental Health and Well Being Policy
- Anti Bullying
- Behaviour Policy

## 8. Equality objectives

Objective	To achieve this we plan to..	2021-22			2022-23			2023-24			2024-25		
		R	A	G	R	A	G	R	A	G	R	A	G
1.Increase the representation of teachers from local black and minority ethnic communities over a 4-year period to 25%	<a href="#">positive action recruitment</a>	2020= 7%	2021 14%										
2.To embed the British value of tolerance (Mutual respect and tolerance of those with different faiths and beliefs and for those without faith)	Work with local faith groups and parents to promote and celebrate the ever growing diversity of our school culture.  Add to School Improvement Priority 2022-23												
3.To ensure that our increasing number of children with medical conditions are having their needs fully understood and met	Review of Health Care plans for all children  Ensure all staff including supply have the relevant awareness of need and procedure. (information share-welcome to our classroom information  Proactively engage parents- invite in the Summer term for a joint review of the Health care plan  Ensure each child has a medical bag that includes emergency information, medication, healthcare plan		All chn have bags  Reviews planned for July 2022  Staff all aware										

