

Equality information and objectives

St. Mary's Primary Voluntary Academy, Grantham



Approved by: Headteacher and Governors

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1. Aims

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, age, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance.

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.

A governor will:

- Meet with the designated member of staff for equality 3 times per 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Assistant Head) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor 3 times per year 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 receive training on the Equality Act as part of their induction, and all staff 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

- 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 racial bullying)

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 (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.

8. Equality objectives

Equality Strand	Objective	Action	How will the impact of the action be monitored	Who is responsible for monitoring	Success Indicators
Race Gender Disability	To monitor and analyse regularly students' progress by race, gender and disability and to act on any trends in the data that require additional support for students.	The Senior Leadership Team, subject coordinators and class teachers will use data to plan intervention where needed. Governors will be fully informed on a termly basis of the attainment and progress of all groups of pupils.	Progress data will be analysed by race, gender and disability using Scholar pack and O-track data.	Headteacher SENDCo Subject Coordinators Class Teachers	Progress made by all groups of pupils.
Disability equality will be respected.	To promote equality of opportunity with regard to disability.	School will provide equal opportunities for all disabled pupils and make reasonable adjustments where necessary. The needs of disabled parents/carers, pupils, staff and visitors will be taken into account and will be monitored within questionnaires and with direct contact. School will continue to provide an individualised approach, when necessary, to teaching and learning.	Analysis of progress data and planning. Parent /carers feedback. Pupil voice.	Headteacher SLT SENCO	Specific needs of disabled individuals will be met through relevant adjustments, along with support and advice from external agencies.
Gender Race Disability	The needs of specific groups/individual parents/carers will be taken into account	Any needs arising from questionnaires or direct contact will be monitored. Parents from split families will both receive newsletter and invitations to parental consultations etc. Support will be given for any families who are affected by Gender Issues e.g. families affected by domestic violence, involvement by fathers, sexist, sexual or transphobic bullying. SENCO will link with the relevant outside agencies for support and monitor as appropriate.	Feedback from parent/pupil questionnaires will be analysed.	Headteacher SLT SENCO	Positive feedback from specific/individual parents/carers.
PP	To advance equality of opportunity between different groups.	Increase the number of Pupil Premium children working at expected level by monitoring their achievement and delivering interventions to address gaps in learning as identified through on-going assessment.	Staff meetings on data-tracking	Headteacher SLT SENCO Class Teachers	20% increase in disadvantaged groups working above 'Working Towards'.

9. Monitoring arrangements

The headteacher will update the equality information we publish, annually.

This document will be reviewed by the governing body every 4 years.

This document will be approved by the governing body.