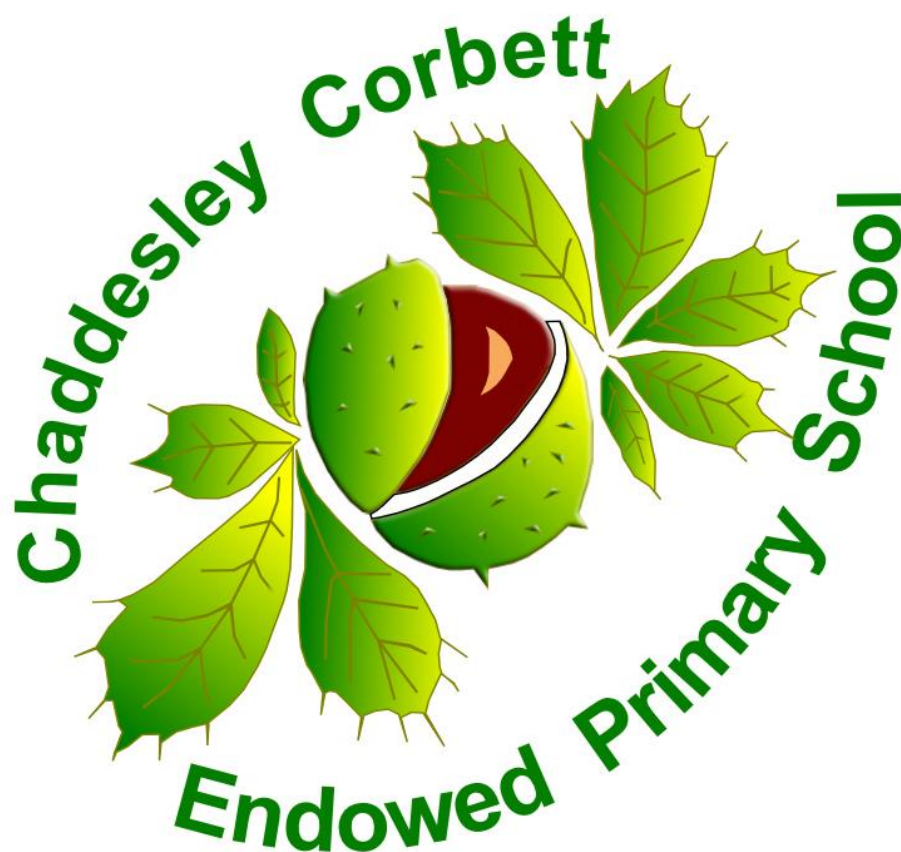


Equality information and objectives

Chaddesley Corbett Endowed Primary School



Approved by: Governors

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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 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 Ensure they're familiar with all relevant legislation and the contents of this document.

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
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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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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. 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.

The school has a designated member of staff for monitoring equality issues.

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:

- 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 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.

8. Equality objectives

Objective 1: Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.

Why we have chosen this objective: We chose this objective because we wanted to present an authentic history to our children. We are aware that most events depicted in history are told from a white perspective and wanted to ensure that we included important figures from ethnic minorities.

To achieve this objective, we plan to: ensure that we fully explore the part played by minority figures in historic events and celebrate their achievements.

Progress we are making towards this objective: Good- we have looked at eminent black political figures as well as important women from minority groups. Last year our whole school project was about equalities and our corridor display reflects this learning.

Objective 2: Foster relationships with an ethnically diverse school to widen exposure for our children and prepare them for life in modern Britain.

Why we have chosen this objective: Because the children in our school are predominantly white we felt it was important to foster good relationships with children from different ethnic groups.

To achieve this objective, we plan to: To forge relationships with an ethnically diverse school.

Progress we are making towards this objective: In the past we visited a Sandwell school and shared Diwali celebrations. The school visited us to experience our wonderful forest school and a den building in Chaddesley Woods.

Objective 3: Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.

Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other

Why we have chosen this objective: For both exposure to other cultures but also to portray event correctly.

To achieve this objective, we plan to: invite visitors into school that represent different cultures and ethnic groups. We have bought into Primary Picture News e-resource to support the teaching of current world wide topics as a whole school.

Progress we are making towards this objective: We are using the Primary Picture resource in assemblies. This provides pupils with knowledge of what is happening across the world.

Additional Objective: Successfully open an effective Autism Resource Centre with spaces for ten Autistic pupils

We have chosen this objective as we aim to further enhance our inclusive culture and ethos.

To achieve this objective, we have completed the build. Recruited outstanding practitioners and provided excellent CPD for staff. A year on, the Autism Resource Centre has a resource based environment and practice that caters for ten children.

9. Monitoring arrangements

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

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

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment