

Equality information and objectives



**Approved by: Full
Governing Board**

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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 equality link governor is Mrs Ceri Forster. They will:

- Meet with the headteacher 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor every year to raise and discuss any issues
- Identify any staff training needs, and organise 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 Autumn term.

The headteacher and equality link governor 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, racist comments)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling people of other faiths to observe religious occasions)
- 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 activities)

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
- 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: *To further promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.*

Why we have chosen this objective: To recognise and celebrate the different religious beliefs within our school community.

To achieve this objective we plan to: Raise awareness through worship, PSHE & C sessions, RE lessons and through all areas of the curriculum.

Progress we are making towards this objective: visitors with different religious beliefs invited into school. Manchester Diocese are encouraging the use of approved websites/ online material regarding other religions and places of worship. The R.E. curriculum now teaches 50% Christianity and 50% other faiths.

Objective 2: *To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.*

Why we have chosen this objective: To ensure that extra-curricular activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status. Raise self-esteem and confidence by providing leadership opportunities.

To achieve this objective we plan to: Analyse the data from 2023/24 for after-school activities (see below) and to use this data to plan for 2024/25:

Term	Places in Total	Places for PPG	Places for SEND	Places for other Ethnicity	Places for Boys	Places for Girls	Places for LAC
Aut1	117	27 (23%)	3 (3%)	9 (8%)	57 (49%)	62 (51%)	0
Aut2	118	25 (21%)	15 (13%)	9 (8%)	54 (46%)	64 (54%)	0
Spr1	91	27 (30%)	13 (14%)	4 (4%)	61 (67%)	30 (33%)	0
Spr2	121	30 (25%)	15 (12%)	6 (5%)	63 (52%)	58 (48%)	1
Sum1	142	29 (20%)	10 (7%)	6 (4%)	73 (51%)	69 (49%)	0
Sum2	102	27 (26%)	12 (12%)	6 (6%)	59 (58%)	43 (42%)	0
Total	691	165 (24%)	68 (10%)	40 (8%)	367 (53%)	324 (47%)	1

Progress we are making towards this objective: In terms of leadership, all pupils are invited to put themselves forward for class councils. We take part in ATSA events including inclusion events and pupils with SEND/EHCPs. There are a number of other leadership opportunities available to the pupils – including being a member of the ethos team, Happy Hearts and Eco Team.

Objective 3: *To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups. Why we have chosen this objective:*

To achieve this objective we plan to: Monitor and analyse pupil achievement. Action is taken to support progress for all groups of pupils.

	KS1	KS2
R/W/M Combined Pupil Group	Met Expected Standard	Met Expected Standard
All pupils	76%	60%
Disadvantaged	0% (of 3 pupils)	40%
SEND	40%	25% (1 out of 4 pupils)
EAL		33%
Boys	73%	62%
Girls	79%	59%

Progress we are making towards this objective: Termly data is analysed and discussed in pupil progress meetings. High quality support positively impacts on progress and outcomes for all pupils.

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be review and approved by the full governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment