



Equality Information & Objectives Policy including Action Plan 2022 -2025

Aims

Frances Olive Anderson CE Primary 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.

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.](#)

Roles and responsibilities

The governing body 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training.

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 if the need arises.

All school staff are expected to have regard to this document and to work to achieve its objectives

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.

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:

- Monitor 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 to the information
- Document evidence identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse in house data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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 acceptance, 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.

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

We actively consider 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.

Equality objectives

Objective: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination when required. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

- Why we have chosen this objective: It reflects our school ethos is 'Being different, Belonging together'
- To achieve this objective we plan to: ensure members of the recruitment panel are trained.
- Progress we are making towards this objective: feedback from professional training to relevant members.

Objective: Include the 'disability confident employer' symbol on all application forms to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: This compliments LCC's objective 'Positive about Disabled People'.

To achieve this objective we plan to: Ensure this is communicated at both application and interview stages.

Progress we are making towards this objective: Actively promoting this objective alongside our Job Vacancy adverts.

Monitoring arrangements

The Headteacher will review the equality information we publish at least every year.

This document will be reviewed and approved by the governing body every 2 years.

Links with other policies

This document links to the following policies:

List any other related policies that your school has here, if applicable.

SEND Policy

SEND Local Offer

Admissions Policy

Staff Code of Conduct

REVIEW

This policy was agreed by the Full Governing Body in **May 2024**. It will be reviewed in **May 2026** and every 2 years thereafter.



**Frances Olive Anderson CE Primary School
 Action Plan 2022-2025**

OBJECTIVE	TARGET GROUP	ACTION	TIME SCALE	MONITORING & EVIDENCE
To improve the achievement of children from low income and disadvantaged families	Pupil Premium children and their parents	<ul style="list-style-type: none"> • Monitor achievement • Identify gaps in learning or barriers to learning • Plan appropriate interventions to address barrier 	Ongoing	<ul style="list-style-type: none"> • Internal Data • Intervention reports and successes • Senior Leadership Team report to governors to discuss and challenge
To improve the achievement of children with SEND and ensure the inclusion in all aspects of school life	SEND children and their parents	<p>Follow the objectives as described in our:</p> <ul style="list-style-type: none"> • SEND Policy • SEND Local Offer • Provide resources and appropriate support 	Ongoing	<ul style="list-style-type: none"> • Internal Data • Regular meetings/communication –SENDCo/Headteacher/ Parents • SENDCo report to governors to discuss and challenge
To improve the provision for whom English is an additional language	EAL children and their parents	<ul style="list-style-type: none"> • Identify barriers • Make use of LA services such as EMET • Offer translation for communication/meetings • Provide resources and appropriate support 	Ongoing	<ul style="list-style-type: none"> • Internal Data • Intervention reports and successes • SLT report to governors to discuss and challenge

OBJECTIVE	TARGET GROUP	ACTION	TIME SCALE	MONITORING & EVIDENCE
To narrow any gaps in achievement which may be accountable to a group of pupils as they arise.	Boys/Girls/PP,EAL, Ethnic minority	<ul style="list-style-type: none"> • Monitor and track individual pupils • Identify barriers • Choose appropriate intervention to address barrier 	Ongoing	<ul style="list-style-type: none"> • Internal Data • Intervention reports and successes • SLT report to governors to discuss and challenge
To promote understanding of and respect for differences and cultures	All children	<ul style="list-style-type: none"> • Behaviour expectations • Anti- Bullying • Worship • PSHE lessons • Cultural trips • Cultural representatives visiting school • International links 	Ongoing	<ul style="list-style-type: none"> • Evergreen rewards • Behaviour logs • School displays • Interaction pupil:pupil, pupil:adult, adult:adult • School mission statement promotes our values
To provide suitable access to all areas of the school	All staff, visitors and children	<ul style="list-style-type: none"> • Outdoor ramp • Wide doorways • Look at funding help to install internal ramp/stair lift to access lower part of school • Ensure Personal Evacuation Plan (PEP) is in place for pupils/adults with mobility problems 	Ongoing	<ul style="list-style-type: none"> • Health & Safety walks 3 x per year with responsible governor • PEP plans • Funding applications • Building quotes and works