

Equality information and objectives

St Mildred's P I School



Approved by:	Governing Board	Date:
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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

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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 Executive Head teacher

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

The Executive Head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors

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.

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

- 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 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

Working with our local community. This includes inviting leaders of local faith groups to speak to the children, 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

8. Equality objectives – see below

9. Monitoring arrangements

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

This document will be reviewed by the Executive Head teacher at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments

8. Equality objectives

Objective	Why we have chosen this objective	To achieve this we plan to:	Progress towards the objective
Have in place a reasonable adjustment agreement for all staff with disabilities by July 2024 to meet their needs better and ensure that any disadvantages they experience are addressed	All staff are entitled to reasonable adjustments to meet their needs. This will ensure the staff are able to fulfil their roles in working with the children.	Create a 'reasonable adjustment agreement', share with all staff and ensure staff with protected characteristics have been consulted regarding their needs	
To reduce and eliminate, via our Accessibility Plan, all barriers to the curriculum and participation in all aspects of school life for current and prospective pupils. Ongoing, as barriers arise, and by the next objectives review	All pupils at St Mildred's have the right to a fully inclusive educational experience. This also includes extra-curricular activities, outdoor learning and practical aspects of learning.	Ensure the accessibility plan addresses the barriers, and is adapted as necessary to address any new barriers that may arise.	
Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.	All staff involved in recruitment may not have a clear understanding of the legal requirements involving equality and diversity	Identify staff and Governors to whom this applies Provide relevant staff with training opportunities through Educare - Equality and Diversity course.	
Continue to review the PSHE curriculum to ensure it fully addresses cultural education, including British Values, so that children can demonstrate they have a secure understanding of life in modern Britain.	To ensure we continually reflect on the curriculum we deliver to see it reflects our school and community and to ensure there is representation in all aspects of school life.	Review the PSHE curriculum annually Purchase any necessary books and resources to support the Curriculum and to reflect and represent diversity. Invite parents with different religions to come in to school to talk to the children's	
Analyse attainment data, giving regard to the achievement of vulnerable groups / groups with protected characteristics to ensure they achieve at the same level as All pupils - Termly, at pupil progress meetings.	Analysis of data will provide insight in to any underachievement across groups of children which can then be addressed by adaptations to the curriculum or by specific focused intervention.	Collect data termly. Ensure staff have a focus on the variances between groups of children (Gender/SEN/ Disability/ Disadvantaged). Adapt the curriculum as required and/or provide targeted interventions.	

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