



St Hilda's C.E. Primary School

Equality Objectives

2022 - 23

At St Hilda's Church of England Primary School, we nurture children to become respectful British Citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement, for I trust your commands. Psalms 119:66

Intent

St Hilda's CE Primary School aims to meet its obligations under the Public Sector Equality Duty (April 2011) by having due regard for the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- protect the characteristics of **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation**;
- 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;

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.

Implementation

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 pupils, parents and staff;
- ensure that the published equality information is updated at least every year and that the objectives are reviewed and updated at least every four years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher;

The Equality Link Governor will:

- meet with the designated member of staff for equality - and other relevant staff members - to discuss any issues and how these are being addressed;
- ensure they are familiar with all relevant legislation and the contents of this document;
- attend appropriate equality and diversity training;
- report to the full governing board regarding any issues;

Elizabeth Scoltock is the Equality Link Governor.

The Headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report 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;
- meet with the equality link governor, when necessary, to raise and discuss any issues;
- support the Headteacher in identifying any staff training needs, and source/deliver training as necessary;

Kate Graham (SENDCo) is the designated member of staff for equality.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the relevant section.

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 minutes.
- New staff receive training that incorporates the principles of the Equality Act as part of their induction; all staff receive refresher training at least once a year e.g. SEND procedures and protocols. Termly Pupil Progress meetings support these principles. Annual Reviews are held for pupils who have an Educational and Health Care Plan (EHCP). Termly Person Centred Review (PCR) meetings take place for pupils on the SEND Register. Individual Risk Assessments are completed when necessary.
- 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

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 pupils who are 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 after-school clubs;

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;

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 including RE, citizenship and personal, social, health and economic (PSHE) education and English e.g. introducing pupils 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 external speakers will be invited to contribute, where appropriate;
- working with our local community including inviting leaders of local faith groups to speak at assemblies, as well as 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 e.g. Vision and Values Council has representatives from different year groups and is formed of pupils from a range of backgrounds;
- encouraging all pupils to participate in the school activities, such as sports clubs;
- working with parents to promote knowledge and understanding of different cultures;
- developing 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;

Equality Objectives

Objective 1 - Increase access to the curriculum for pupils with a disability

To achieve this objective, we plan to:

- ensure all classes have a visual timetable - bank of visual timetable resources to be stored centrally for all staff to access;
- continue to seek opportunities for specialist advice e.g. PIP Project;
- to produce a directory of agencies via collaborative work of SSA's;
- audit Mathematics resources for pupils with SEND before and after support given;
- investigate how resources/scaffolds are used to support independence;
- staff training on use of scaffolds and resources for SEND pupils.
- ensure pupils are aware of how to use resources/scaffolds.

Objective 2 - Improve and maintain access to the physical environment.

To achieve this objective, we plan to:

- review at access arrangements termly within classrooms and shared areas;
- complete a classroom Risk Assessment;
- consider the needs of all pupils using a room, include appropriate features.

Objective 3 - Improve the delivery of information to pupils with a disability

To achieve this objective, we plan to:

- establish a Signing Club led by member of staff from the HI Team;
- develop opportunities for a pupil group to share signs with the school;

Objective 4 - Provide individual risk assessments for pupils and staff where there is a medical need.

To achieve this objective, we plan to:

- create, make reasonable adjustments and review individual risk assessments;

Monitoring arrangements

- The Headteacher will update the equality information we publish, [described above], at least every year.
- This document will be reviewed by the staff member responsible for Equality, the Headteacher and the Governing Body at least every four years. **Date of next review - September 2025.**
- This document will be approved by the Governing Body.

Links with other policies

This document links to the following policies:

- St Hilda's CE Primary School Accessibility Plan
- St Hilda's CE Primary School SEND Information Report
- St Hilda's CE Primary School SEND Policy
- St Hilda's CE Primary School Intimate Care Policy