



St Erme with Trispen Community Primary School

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Equality Information and Objectives Policy 2022

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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 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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- 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 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.
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4. Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination 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 year.

- The school has a designated member of staff for monitoring equality issues, and governors oversee this within their strategic role.

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. stakeholders with disabilities, or gay stakeholders 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 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
- 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 any gender

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

St Erme with Trispen equality objectives 2020-21

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. The equality objectives set are:

Objective 1

To promote cultural development and understanding through a rich range of experiences, both in and beyond the school. Why we have chosen this objective:

We want to create opportunities for all our children to experience the world around them and raise their understanding of other cultures as well as gain more understanding of their own identity. We also know lots of our children and families do not travel far outside of Cornwall.

To achieve this objective we plan to: raise cultural awareness through a planned programme of PSHE, culture and diversity celebration days focusing on celebrating difference, linking with schools locally, nationally and globally and continuing trips to London.

Objective 2

To model and teach learning behaviours that avoid labelling whilst developing the sense of identity. Why we have chosen this objective: We want to foster an understanding of equity, not equality through our school whilst celebrating differences. We want children to understand their own sense of identity no matter what that may look like.

To achieve this objective we plan to: embed our Trauma Informed Schools practice and use resources such as 'The Culture of The Heart' to support this understanding.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Objective 3

To promote understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why we have chosen this objective: importance of ensuring awareness of religious beliefs

To achieve this objective we plan to: embed the new RE syllabus for Cornwall, train staff, use real artefacts/resources and include visits out to religious buildings/places and invite visitors in.

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 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
- SEND Local Offer
- SEND Information Report