

Equality information and objectives

Honington CEVCP School

Approved by: Headteacher and Governors **Date:** January 2018

Last reviewed on: January 2018, January 2019, January 2020, January 2021

Next review due by: January 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 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 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.

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 year.

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:

- Analyse attainment data to determine strengths and areas for improvement, implement actions in response and publish this information
- Analyse and respond to evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse and respond to 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 develop links with people and groups who have specialist knowledge about particular characteristics as appropriate, 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 as part of 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 as part of the completed risk assessment.

8. Equality objectives (see annex 1 for plan)

Objective 1: *To promote cultural understanding and awareness of varied religious beliefs between different ethnic groups within our school community.*

Why we have chosen this objective: Rural Suffolk is not a particularly diverse county, though the high proportion of service pupils in our community does increase this. It is important to us to ensure that all pupils and staff have the opportunity to learn about and experience all types of diversity, including religious diversity, regardless of where they live.

To achieve this objective we plan to: Continue to implement effective PSHE and Collective Worship alongside teaching the locally agreed RE syllabus and providing opportunities for pupils to learn about and from other religions.

Progress we are making towards this objective:

- Training to deliver RE
- Training for new RE Leader
- Input from external sources including Foundation Governors, Rector and Padres in Collective Worship
- Visits from other faith groups where possible

Objective 2: *To monitor and promote the involvement of all groups of students in the extra-curricular life of the school.*

Why we have chosen this objective: To ensure our activities meet the needs of all pupils

To achieve this objective we plan to: Monitor activities planned to ensure the variety allows access for all groups of pupils

Progress we are making towards this objective:

- Regular sports clubs when possible
- Other activities which change regularly when possible

Objective 3: *To close gaps in achievement between all groups of students, including boys and girls, those eligible for free school meals, service pupils, SEND pupils and pupils from different heritage groups.*

Why we have chosen this objective: To ensure that the needs of all pupils are effectively met.

To achieve this objective we plan to: Collect and analyse data regularly, including detailed pupil progress meetings.

Progress we are making towards this objective:

- Data collected termly
- Termly pupil progress meetings
- Reporting to governors
- Working collaboratively with other schools
- Working with local authority Standards and Excellence Officer
- Working with diocese School Effectiveness Officer

9. Monitoring arrangements

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

This document will be reviewed by the Headteacher and Governors at least every 4 years.

This document will be approved by the Headteacher and governors.

10. Links with other policies

This document links to the following documents:

- Accessibility plan
- Risk assessments

Annex 1: equality objectives plan

Objective 1: To promote cultural understanding and awareness of varied religious beliefs between different ethnic groups within our school community.

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To achieve this objective we plan to: Continue to implement effective PSHE / RSE and Collective Worship alongside teaching the locally agreed RE syllabus and providing opportunities for pupils to learn about and from other religions.

Actions	Progress	Impact	Next Steps
<p>Training to deliver RE</p>	<p>RE leader has attended subject leader training at diocese level.</p> <p>RE leader has delivered staff meeting cpd.</p> <p>Staff attended training from Schools Advisor.</p> <p>HT attends Church School Leaders Conferences.</p> <p>Engagement with Discovery Centre (Pilgrim's Progress project).</p> <p>SIAMs training (Phil Knowles – diocese)</p> <p>Induction for new staff</p> <p>Collective worship training in-house for TAs/HLTAs and new staff</p> <p>New aims and objectives, progression of skills and Conceptual Milestones have been written</p> <p>Entitlement mapping introduced to allow staff to map opportunities across the curriculum</p>	<p>Awareness of statutory requirements.</p> <p>Awareness of assessment opportunities.</p> <p>RE is delivered using the Emmanuel project across the school.</p> <p>All children receive entitlement.</p> <p>Whole school involvement and buy-in to the subject, including greater awareness of the subject beyond own year group.</p> <p>Staff have greater awareness of opportunities for RE eg visitors, trips, spiritual experiences</p>	<p>Fully embed within new curriculum design.</p> <p>Continue to deliver regular training.</p> <p>Access opportunities to enrich RE teaching.</p> <p>Continues to develop multicultural opportunities</p>
<p>Training for RE leader</p> <p>Note: new RE leader appointed Sept 2020</p>	<p>RE leader has attended subject leader training at diocese level.</p> <p>RE leader has delivered staff meeting cpd.</p> <p>RE leader meets regularly with Foundation Governors.</p>	<p>RE leader is confident with subject requirements and able to lead and monitor provision.</p>	<p>Continue to develop depth of subject leader knowledge.</p>

	SIAMs training (Phil Knowles – diocese)		
Input from Foundation Governors in Collective Worship.	Canon Sally and Padres regularly lead worship, as does the Rector, Karen. During pandemic the shape of this has changed to being online from Vicar Karen. Foundation Governors meet with HT and RE leader.	Children regularly receive CW delivered by clergy. Staff knowledge and expertise grows. Links with wider church community grow.	Continue and further develop pupil opportunities to lead worship.
Visits from or to other faith groups.	Research into opportunities.	Staff have greater awareness of opportunities which could be taken.	Prioritise this action. NB – this is on hold during pandemic.

Objective 2: *To monitor and promote the involvement of all groups of students in the extra-curricular life of the school.*

Why we have chosen this objective: To ensure our activities meet the needs of all pupils

To achieve this objective we plan to: Monitor activities planned to ensure the variety allows access for all groups of pupils

Actions	Progress	Impact	Next Steps
Regular sports clubs	Regular sports clubs are offered at lunchtimes and after school by school staff and visiting professionals. New sports HLTA has been appointed which has greatly enhanced these opportunities.	Children have a wide variety of sporting opportunities in addition to the PE curriculum.	Target children who do not currently engage in these opportunities. This will be targeted as appropriate – currently on hold due to pandemic.
Opportunities for other activities.	Variety of opportunities are provided including craft, drama, music and sport.	Children have a wide variety of opportunities.	Increase frequency and variety of opportunities in response to need. This will be targeted as appropriate – currently on hold due to pandemic.

Objective 3: *To close gaps in achievement between all groups of students, including boys and girls, those eligible for free school meals, service pupils, SEND pupils and pupils from different heritage groups.*

Why we have chosen this objective: To ensure that the needs of all pupils are effectively met.

To achieve this objective we plan to: Collect and analyse data regularly, including detailed pupil progress meetings.

Actions	Progress	Impact	Next Steps
Data collection	Staff use Insight Tracking to record assessments for all subjects. SLT regularly	Staff, including SLT, subject leaders and governors are clearly aware of pupil outcomes	Continue to refine use of data, particularly in the broader curriculum, to further increase

	<p>monitor data and share with staff and governors.</p> <p>External professions eg from LA, are involved in scrutiny of data.</p>	<p>and are therefore able to challenge appropriately.</p>	<p>effectiveness.</p>
Pupil progress meetings	<p>These happen regularly, usually termly or as required.</p>	<p>Staff, including SLT, and governors are clearly aware of pupil outcomes and are therefore able to challenge appropriately.</p> <p>Individual needs are identified, discussed and planned for.</p>	<p>Continue to refine use of data, particularly in the broader curriculum, to further increase effectiveness.</p>
Reporting to governors.	<p>Governors receive data on pupil outcomes regularly. This is scrutinised in detail within the Assessment and Achievement Committee.</p> <p>Governors have attended training on data systems and on the curriculum.</p>	<p>Governors are clearly aware of the assessment process and how data is used. They are able to challenge and support effectively.</p>	<p>Continue to refine use of data to further increase effectiveness and ensure new governors receive appropriate training to upskill them.</p>
Working collaboratively with other schools.	<p>We work regularly as part of the Thurston Partnership (17 schools). We have close a collaborative relationship with Barnham CEVCP School and are developing opportunities with Trinity CEVAP School.</p> <p>We have been part of the Suffolk Learning Improvement Network peer review project.</p>	<p>Judgements are moderated and validated.</p> <p>Opportunities for pupils and staff are increased.</p> <p>Support networks for staff have developed.</p>	<p>Continue to work collaboratively, considering brokering new relationships as needed.</p>
Working with the LA SEO.	<p>This happens regularly.</p>	<p>External validation and challenge.</p>	<p>Continue to work with LA. (remotely during pandemic)</p>
Working with diocese SEO	<p>This happens regularly.</p>	<p>External validation, challenge and support.</p>	<p>Continue to work with diocese.</p>