

Equality Information and Objective 2017-2018

Wateringbury CE Primary School

Policy reviewed: February 2018

Committee responsible: Monitoring, Learning & Curriculum Committee

Next review date: February 2019

Signed: _____



Date: _____

8/3/18

(Chair of Governors)

Equality Information and Objective 2017-2018

Our vision...to be an excellent Christian primary school at the heart of our community where we inspire, excite and enable children to achieve.

All schools have a duty to comply with the legislation set out in The Equality Act 2010.

This legislation has three main elements:

- the need to eliminate unlawful discrimination;
- the advancement of equality of opportunity;
- the fostering of good relations for pupils, staff and others using school facilities.

At Wateringbury, we will promote the three elements. The following are some examples:

Eliminating Unlawful Discrimination

- funding may be made available to ensure all children are included where cost might be an obstacle;
- records are kept of bullying/racist incidents and these incidents are followed up;
- no child is discriminated against who wishes to be admitted to Wateringbury;
- teaching and learning are monitored to ensure children's needs are met and any religious, faith or other "protected characteristics" are respected and catered for;
- PSHE teaching/learning, guest groups/speakers, local faith groups, educational visits, school clubs and assemblies are all used to promote equality of opportunity;
- Employment of staff, staff training and development are all based on school/individual need and merit.

Advancement of Opportunity

- All the above apply
- School improvement planning and monitoring, as part of school self-evaluation, are based on an analysis of pupil data and pursue the narrowing of any gaps in attainment and achievement between groups of pupils;
- The school's ethos is inclusive and based upon mutual respect within which all are viewed as having equality of opportunity;
- The role of the school's Special Needs Coordinator is a key factor in ensuring that any needs of individual children are recognised and addressed at the earliest opportunity, irrespective of any other factors.

Fostering of good relations for pupils, staff and others using school facilities

- The school's ethos is inclusive and based upon mutual respect within which all are viewed as having equality of opportunity
- Home-school communication is good e.g. Home Connect, newsletters, school website, open classroom sessions, curriculum forums, homework diaries, parent consultations and regular meetings with SENCo
- The school's Parent and Teacher Association FOWPS is a strong contributor to the life of the school
- The school runs many extra-curricular clubs and supports wrap-around care through its affiliation with the Nettlestead breakfast and after school club. The school also hosts a Christian summer holiday club which welcomes pupils of all faiths.

- Local groups such as Scouts, judo and gymnastic clubs, Pilates use the school's facilities
- Many parent volunteers work within school and many staff have a family link
- The school's governors are a strong group who, in accordance with the Government's requirements, concentrate on the three core strategic functions:
 - Ensuring clarity of vision, ethos and strategic direction including the compliance with equality legislation
 - Holding the Headteacher to account for the educational performance of the school and its pupils
 - Overseeing the financial performance of the school and making sure its money is well spent

Equality Objective – Disadvantaged and SEND focus

- Disadvantaged pupils make similar or better progress to non-disadvantaged pupils
- SEND pupils make progress appropriate to their individual ability and long-term goals.

Where attendance is low for disadvantaged/vulnerable families, action is taken to support improved attendance.

Background to Equality Statement 2017-18

Equality Act 2010 and Public Sector Equality Duty (PSED)

1. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), which came into effect in April 2011. It applies to public bodies, including maintained schools and academies.

Department for Education (DfE) guidance on the duty explains:

Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender.

Under the new specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional ****protected characteristics**.

2. The PSED has three main elements:
 - Eliminate discrimination and other conduct that is prohibited by the Act;
 - 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.

***** (NB “Protected characteristics” – race, disability, sex, age, religion/belief, sexual orientation, pregnancy, maternity and gender reassignment”)***

Excerpts below taken from non-statutory guidance

The public sector equality duty states that that published information will be updated annually and that objectives should be set at least every four years.

5.14 The government is clear that the new duties should not be overly burdensome on schools. Schools will not be required to collect any statistical data which they do not already collect routinely. A large amount of data is already collected by schools - RAISE online, which presents performance data for individual schools broken down by a number of relevant characteristics (sex, race, and also SEN which can be seen as a rough proxy for disability) and which includes comparative analysis with national statistics and with comparable schools, will be a particularly useful source.

5.15 It is also important to note that the published information does not necessarily have to be statistical data. Many other kinds of information can be used to show how the school is promoting equality, such as publishing its policies online, or publishing minutes of Governors' meetings (see paragraph 5.17 below).

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the new specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

Equality Objectives

5.26 Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. Objectives are not intended to be burdensome or a 'tick box' exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school's needs and should be achievable.

5.27 Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the new extent of the duty.

5.28 Equality objectives may arise from analysis schools have carried out on their published data or other information, where they have identified an area where there is potential for improvement on equalities, or they may – for example - be set in anticipation of a change in local circumstances. Some examples might be:

- to increase participation by black pupils in after school activities;
- to narrow the gap in performance of disabled pupils;
- to reduce exclusion rates for black boys;
- to increase understanding between religious groups;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group, such as traveller children.

5.29 Publication of information in future years should include evidence of the steps being taken and progress made towards meeting the equality objectives that the school has already set itself.