



Sandford St. Martin's
PRIMARY SCHOOL

Equality Objectives

2020-2024
with the
Underlying Principles

Our mission statement: Roots to grow...wings to soar

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

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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
- The 9 protected characteristics under UK law are:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- 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

3. Equality objectives

Our Equality Objectives for 2020-2024

Objective 1: Meet the needs and abilities of all pupils including those with vulnerabilities and pupils with SEND (focusing on quality first teaching)

Why we have chosen this objective: Inspectors found that 'disadvantaged pupils do not meet age related expectations by end of Yr 2 and by the end of Yr 6 too many do not make sufficient progress in reading, writing and mathematics' ALSO the need to 'provide sufficient stretch and challenge so that the more able pupils achieve their potential'.

To achieve this objective, we plan to:

- Train and upskill staff in effective strategies
- Act on the recommendations of the external pupil premium review
- Staff this area strategically, including scope to monitor and evaluate
- Check data of key groups and protected groups termly

Objective 2: Advance equality of opportunity by ensuring that all pupils attend school regularly.

Why we have chosen this objective: to advance the equality of opportunity which non - attendance prohibits. 'Improve pupils' personal development and welfare by continuing to implement strategies to ensure pupils attend school regularly'. (Ofsted Inspection Report 2018). The school's persistent absent rate is above national average at time of writing.

To achieve this objective, we plan to:

- SIAP Priority re. Attendance monitoring See 4.20, 4.21, 4.22, 4.23 and 4.25.
- Continue to work with Dorset Council attendance team and local schools for strategies and incentives

Objective 3: To reverse the decline in outcomes for vulnerable pupils and pupils with SEND

Why we have chosen this objective: Ofsted recommendation for improvement. On-going school priority focus, including data monitoring and funding streams (PPG and Top up funding)

To achieve this objective we plan to:

- Act on the recommendations of the external Pupil Premium review
- Strategic role of Pupil Premium lead teacher
- Strategic role of SENDCo
- Check data of key groups and protected groups termly

- Ensure teaching staff have ownership of prior attainment, target setting and in year progress

Objective 4: To continue to develop an understanding of ‘discrimination’ in the school community, the UK and in the wider world.

Why we have chosen this objective: All children need to understand the richness and diversity of the UK’s population so they are best prepared for life in a more complex society and support the elimination of discrimination. To foster good relations and to build strong links within the community in order to make the school accessible to all

To achieve this objective, we plan to:

- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum.
- Hold 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.
- Encourage and implement initiatives to deal with tensions between different groups of pupils within the school.
- To develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

4. 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 day to day basis to the head teacher in the operational running of the school.

The equality link governor is Mary Appleton. She will:

Complete an Equality Impact Assessment on all relevant policies

Meet with the designated member of staff for equality ie. School Business Manager, at the end of the Autumn Term and other relevant staff members, to discuss any issues and how these are being addressed

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

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues when necessary

Provide an annual equality report to the full governing board every December inc. percentage of pupils with protected characteristics.

The headteacher will:

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

Monitor success in achieving the objectives

Identify any staff training needs, and facilitate training as necessary

Meet with the equality link governor and designated staff member at the end of the Autumn Term to raise and discuss any issues

Seek support from Senior Leaders to promote the fact that all school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

All our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are 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 are made aware of protected characteristics in Positive Behaviour & Anti Bullying Policies and how to escalate incidences to the Head teacher

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.

6. 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. parents in civil partnerships and someone in school community identified as transgender)

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/societies)

In fulfilling this aspect of the duty, the school will –(where relevant and where a child cannot be identified):

Publish and Report to FGB 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 racists, homophobic or transphobic bullying) in Heads Report to FGB.

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. 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

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and when reviewing policies.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, redesigning parental registration forms, buying playground equipment or creating car park bays

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.

9. Monitoring arrangements

The Head teacher and Equality Governor will update the equality information we publish at the end of every calendar year.

This document will be reviewed by Head teacher and Equality Governor at least every 4 years.

This document will be approved by Governing Board

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Equality Policy

- Pupil Premium Policy
- SEND Policy
- Attendance Policy
- Attendance Policy Health Needs
- Supporting Children with Medical Needs
- PSHE Policy
- Positive Behaviour Policy
- Staff Code of Conduct Policy

Appendix A copy of Equality Initial Assessment (EqIA)



SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL

Equality Objectives	
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