



Issued by the Governors of St Mary's CE School, Clymping

Equality information and objectives

<i>Review Schedule</i>	<i>Every 4 Years</i>
<i>Last Revised</i>	<i>March 2023</i>
<i>Next Approval Date</i>	<i>March 2027</i>

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- › 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

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

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

Staff will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 annually.

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 that 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:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above 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

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 boys and girls

8. Equality objectives

Link to Public Sector Equality Duty	Protected Characteristic	Aim:	Objective:	Target Groups	Action:	Who is responsible?	Dates from and to:	Milestone/progress:
All	All	To increase pupil, staff and governors awareness of legal duties around equality and what this looks like within a work context.	For all stakeholders to understand what is meant by a protected characteristic	All pupils, governors and staff	Use of Jigsaw curriculum with secure coverage. School environment reflects our vision e.g. assembly and display. Staff and governor training.	Whole Staff Governing board	Academic Year 2023/24 By July 2024	All stakeholders will understand protected characteristics and be able to state some based on their age/experience and position in school
All	All	To ensure changes to the use of support staff are well managed to ensure good outcomes for children with SEND or vulnerable to under achievement	For all pupils to be appropriately challenged and engaged through well-planned and managed classroom support	SEND Disadvantaged	Staff to be aware of children vulnerable to under achievement and to reflect this in their planning of TA support, adapting this to the needs of their class	Teaching staff – monitored by SENDCo and Disadvantaged lead. Disadvantaged link governor	Academic year 23/24	All groups of children will have made expected or better progress from their start point (as defined by the SEND code of practice)

All	All	To ensure that recruitment strategies encourage applications from those who reflect the diversity of our area across protected characteristics	For the staff within the school to better reflect the backgrounds and experiences of the children	Governors, staff	Remove the need to put names and ages on application forms for posts Ensure the removal of the final section around medical need, disability or ethnicity before the applications are sent to those who are interviewing applicants in order to reduce unconscious bias.	Administrative staff SLT Governors	Summer 23 Autumn 24	All applications will be anonymised and so shortlisted on the basis of the quality of their personal statement
All	All	To value and support all staff within the school, by providing career development and progression opportunities to all (Including those in groups protected by the Equalities Act)	For all staff to feel like there is a sense of progression within work skill and an intent to improve their outcomes	Staff	Links to the National College Training matrix is observed regularly	Administrative staff SLT	Academic Year 23/24 Autumn 2024	Training will be accessed and valued and inclusive of all staff

All	All	To strengthen links with parents/carers and the local community (Including those in groups protected by the Equalities Act and those from the full range of socio-economic backgrounds) so that all learners are supported to maximise their potential	For community engagement to be at the heart of our small school vision and families feel welcomed and part of our school	Pupils, parents/carers	Community cohesion to continue to develop Current links with local business Christmas cards Open garden Invitation to school	SLT Governors Church	Academic Year 23/24 Ongoing	Community events will be continually pushed with cultural capital at the fore of making decisions for the children.
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9. Monitoring arrangements

The governing board and head teacher will review and update the equality information we publish, at least every year.

This document will be reviewed by the governing board and head teacher at least every 4 years.

This document will be approved by governing board and head teacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

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- i. The Equality Act 2010 and Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

- ii. <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2019-revised>

- iii. Understanding the Gender Gap in Literacy and Language Development: Professor Gemma Moss and Dr Liz Washbrook, University of Bristol 2016

<https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>

- iv. Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017

<http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>

- v. The Fragility of Professional Competence, A Preliminary Account of Child Protection Practice with Romani and Traveller Children in England, January 2018, University of Salford, Manchester

<http://usir.salford.ac.uk/46146/1/the-fragility-of-professional-competence-january-2018.pdf>

- vi. Educational Outcomes for Pupils who have English as an Additional Language: The Education Policy Institute, The Bell Foundation, Unbound Philanthropy by Jo Hutchinson, Director for Social Mobility and Vulnerable Learners (February 2018)

<https://www.bell-foundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/>

- vii. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

- viii. Tell Mama, 2017

- ix. NSPCC, 2018

- x. British Youth Council, 2016

- xi. Stonewall School Report, 2017, The Experiences of Lesbian, Gay, Bi and Trans Pupils in Britain's Schools

<https://www.stonewall.org.uk/school-report-2017>

- xii. Valuing All God's Children, 2017,

[Layout 1 \(churchofengland.org\)](https://www.churchofengland.org)
