

# Equality Information and Objectives Berger Primary School



**Approved by:** Full Governing Body

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**By**.....

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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 Head Teacher
- Meet with the designated member of staff for equality every two years 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

The Head Teacher will:

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

The Inclusion Lead will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every to raise and discuss any issues
- Support the Head Teacher 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 complete induction training which includes reading and discussing the school code of conduct which makes explicit reference to the need to adhere to the Equalities and Diversity Policy and treat others equally regardless of ability, sex, gender, age, race or position in school

The school has a designated member of staff for monitoring equality issues (Inclusion Lead), and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 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:

- Publish attainment data each academic year showing how pupils with different characteristics (PP / EAL / SEND) are performing.
- Analyse the above and additional data (as broken down by the DfE in the IDSR 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)

## 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 as well as Philosophy for Children.
- Representation of protected characteristics is considered in all aspects of the curriculum including individuals / events studied and literature / examples used.
- 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
- Developing 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

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

**OBJECTIVE 1: To ensure the school continues to actively promote and prioritise raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.**

Why we have chosen this objective:

Divisions in the world appear to be deepening and we want school to be safe spaces from this division for our children.

To achieve this objective, we plan to:

Ensure that P4C is taking place weekly alongside robust PSHE lessons woven in to a diverse and inclusive curriculum.

Intended Outcome: Increase children's empathy and understanding of others.

**OBJECTIVE 2: To work to further understand the reasons for the disproportionately higher absentee levels of PP pupils and support families to improve attendance rates of these pupils.**

Why we have chosen this objective:

Our school's attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers.

To achieve this objective, we plan to:

Communicate regularly with specific parents/carers around how we can support them further.

Attendance lead to implement strategies to increase attendance.

Intended Outcome: Increase attendance of PP children to that of a similar level to those non-PP children.

**Objective 3: To ensure we are closing the in-school attainment gaps between disadvantaged pupils and others by the end of KS2 for high attainers in Mathematics.**

We have chosen this objective as: by the end of KS2 the gap between disadvantaged and non

disadvantaged children in mathematics has resulted in a percentage below the national average for greater depth.

To achieve this objective, we plan to: Use a Maths Mastery approach to the teaching of mathematics. GD Children will be identified and tracked through assessments and pupil progress meetings. INSET will provide teachers with training to deliver the curriculum and increase confidence in identifying which children are working at greater depth in mathematics. GD exemplification examples, and support for targeted questioning to be shared with teachers to support teaching.

## **9. Monitoring arrangements**

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

This document will be reviewed and approved by the full governing body at least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan