

# Equality information and objectives



Holbrook Primary School

<b>Approved by:</b>	Governing Board	<b>Date:</b> November 2023
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## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations .....	3
7. Equality considerations in decision-making.....	4
8. Equality objectives .....	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	6

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### 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

The equality link governor will:

- › Meet with the designated member of staff for equality every year 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 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

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues
- › 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 every year, as appropriate.

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.

#### **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)

#### **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

### Objective 1

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Why we have chosen this objective: To ensure that our school community understands that we live in a diverse country that recognises, celebrates and tolerates different views, faiths and cultures. To enable pupils to see themselves represented in the curriculum and curriculum materials in ways that affirm their identity.

To achieve this objective we plan to: Ensure our curriculum exploits opportunities to represent diversity. Update learning resources to reflect local and national diversity and to provide positive role models for all protected groups. Pupils hear stories and learn about the contributions of people of different ethnicities, religions, women, disabled people, LGBTQ+ and people with other protected characteristics. Create links with different communities and religious leaders to support our curriculum.

Progress we are making towards this objective: We have identified areas within each subject that provide opportunities for diversity. Staff training has been prioritized to ensure that staff knowledge and understanding is up to date. Policies on a page includes section on equality and diversity and the school website has also been updated. Reading materials now include new books providing positive role models for protected groups. Children have a better understanding of equality and challenging stereotypes.

### Objective 2

To share and celebrate nationalities of Holbrook school community.

Why we have chosen this objective: To improve social connections between home and school, ensuring that the school community is aware of the school's ethnic, linguistic, social and cultural make-up.

To achieve this objective we plan to: Improve parent engagement by inviting parents and carers from different backgrounds into school to talk about their background, faith or profession. Showcase achievements to help challenge stereotypes.

Progress we are making towards this objective: Offering translations on our online platforms including the website and Seesaw. Different cultures are represented in displays around the school e.g. RE and key inspirational people from across the curriculum. Year groups participate in relevant celebrations and events, in-line with our RE curriculum. The learning environment includes displays about minority ethnic cultures preparing children to live in a multi-ethnic, multi-faith and multi-lingual society.

## **9. Monitoring arrangements**

The headteacher/deputy head will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the headteacher/deputy head at least every 3 years.

This document will be approved by the governing board.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment