

# Equality information and objectives

## Yorkmead J/I School



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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

The equality link governor is [redacted] They will:

- Meet with the designated member of staff for equality every [redacted] and other relevant staff members, to discuss any issues and how these are being addressed

*Yorkmead School is committed to the safeguarding and promoting of well-being for all children.*

- 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 designated member of staff for equality, **Mr Newman-Smith**, 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every .....

**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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils of a particular race who are being subjected to racist bullying)**
- **Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling girls to attain as well as boys in reading and maths; enabling boys to attain as well as girls in writing.)**

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 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 racist 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 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
- Promoting the rights of every individual regardless of race, gender, ability, sexuality or religion.
- 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 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

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 organizing the activity and is stored electronically with the completed risk assessment.

## 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 promote knowledge of as well as tolerance and understanding of protected characteristics as outlined in the 2010 Equality Act.

To achieve this objective we plan to:

- deliver 'No Outsiders' scheme across the school
- plan for and monitor provision of SMSC objectives through PSHE and wider school curriculum.

Progress we are making towards this objective:

- All year groups have begun using No-Outsiders scheme since January 2017.
- Evidence of class activities are being logged in class PSHE Books.
- PSHE objectives are mapped out for all year groups and monitored by PSHE co-ordinator on half termly basis.

**Objective 2: To narrow the gap between boys and girls attainment in the core areas of Reading, Writing and Maths.**

Why we have chosen this objective:

- 2017 end of key stage outcomes show that attainment for girls in reading, writing and maths is lower than that for boys in KS1.
- 2017 end of key stage outcomes show that attainment for girls in reading and maths is lower than that for boys in KS2.
- 2017 end of key stage outcomes show that attainment for boys in writing is lower than that for boys in KS2.

To achieve this objective we plan to:

- Provide staff CPD to encourage active engagement for boys in writing
- Develop a new tracking system which ensures attainment and progress for gender groups is easily identifiable and that the data generated is analysed at half-termly pupil progress meetings.

Progress we are making towards this objective:

- Key staff have attended training in using Visual Literacy techniques to promote active engagement of boys in writing.
- Key staff have attended training in using active learning techniques to promote active engagement of all children in all aspects of the curriculum.
- Information as above is to be disseminated in staff meeting scheduled for the second half of the autumn term 2017.
- Dialogue regarding attainment and progress of gender groups is established as priority are for discussion at half-termly pupil progress meetings.
- Where significant attainment gaps have been identified in particular classes, specific targets are built in to the performance management targets of the relevant teachers of those classes.
- New tracking system is in place.

## **9. Monitoring arrangements**

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

This document will be reviewed by the Head Teacher and Governing Body at least every 4 years.

This document will be approved by the Chair of Governors.

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

This document links to the following policies:

- Accessibility plan
- RGE policy