

Roxbourne Primary School



Equality Information and Objectives

Author	School Business Manager
Link Governor (if applicable)	N/A
Review Cycle	Annually and every four years for Objectives
Review Date	February 2025
Date of Next Review	February 2026
Approved By	Full Governing Body
Requirement	Statutory

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](#).

Overall aims of our Equality Policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- To eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- To promote and advance equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- 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

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Roxbourne Primary School is a larger than average primary school. The services a diverse social and cultural community.

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 will receive training on the Equality Act as part of their induction, and all staff will receive refresher training every two years.

The school has a designated two members 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.

We recognise and accept our equality duties as set out in the Equality Act 2010.

The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors are informed about the Equality Policy.
- Oversee the effective implementation of the policy ensuring staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy.

Our Governing Body will:

- Designate a committee with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP).
- Support the headteacher in implementing any actions necessary.
- Evaluate and review the policy every four years.

Our pupils/students will:

- Be involved in the development of practices which promote equality (for example, ensuring the new house names represent a spread of gender and BAME where possible) and will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.

Our parents/carers will:

- Have access to the Policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.
- Be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- Be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue and support the Equality Policy.
- Make known any queries or training requirements.

Our Staff

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics.

This includes discrimination in relation to recruitment, terms and conditions, promotions, training and development opportunities and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

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 being subjected to bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 educational visits and residential)

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

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
- 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 Pupil Parliament 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 the enrichment programme. 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

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

Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends for shortlisted candidates with regard to race, gender and disability and report on this to the Finance and Resources committee of the governing board.*

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Objective 4: *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the school workforce.*

Objective 5: *To continue to ensure the good representation of staff (particularly teachers) from local BAME communities.*

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment