

## Crescent Primary School Equality Data and Objectives Spring Term 2024

(updated Spring Term 20205)

### 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 body 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 is Sue Senior**

They 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 body regarding any issues

The headteacher / equality leader 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 is the Headteacher (Rachel Spray)**

## **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 in September during the INSET day.

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)

In fulfilling this aspect of the duty, the school will:

\*Analyse 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)

\*Analyse 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 visit or activity is being planned, the school considers whether the visit:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

## 8. Equality objectives

Our Equality Objectives reflect the school's vision and values, linking closely to our Curriculum Drivers.

### Objective 1

To reduce racist prejudice including the use of racist language and to develop our understanding of race equality by the whole school community including SLT, Governors, staff, pupils and parents

Why we have chosen this objective:

The equality duty requires us to foster positive relations between different groups. On some occasions in school at unstructured times, children have used racist language and have shown what is believed to be racist prejudice.

To achieve this objective, we plan to:

- 1.1 Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum
- 1.2 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.
- 1.3 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristic of race.

## **Objective 2**

To ensure there are no incidents of homophobic bullying and to increase understanding of, and celebration of, different models for a successful family life.

Why we have chosen this objective:

The equality duty requires us to foster positive relations between different groups. On some occasions in school at unstructured times, children and parents have used homophobic language and have shown what is believed to be homophobic prejudice.

To achieve this objective, we plan to:

- 2.1 Complete Staff CPD focused on anti-homophobic bullying
- 2.2 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of sexual orientation.
- 2.3 Share learning with parents to celebrate our diverse curriculum