

# Equality information and objectives

## Furneux Pelham CE Primary School



Together we care, inspire and  
achieve excellence

**Approved by:** Full Governing Body

**Date:** September 2023

**Next review due by:** September 2025

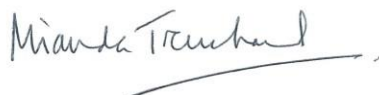
Signature



Date ...09/2023.....

Head Teacher

Signature



Date ....09/2023.....

Chair of Governors

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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 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 Miranda Trenchard.

They will:

- 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 will:

- Meet with the designated member of staff for equality every month, 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.
- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

## **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.

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 other senior leaders and other governors aware of these as appropriate.

The following activities ensure that we eliminate discrimination at our school:

- Visits to places of worship of other faiths [in 2023-24 the children in Years 4, 5 and 6 will visit a Buddhist Centre and a Hindu Mandir].
- Raise awareness of cultural events from other faiths through displays, assemblies and topic work.
- All new parents are asked to complete a questionnaire highlighting any issues, views or circumstances in respect of the nine protected characteristics.
- Anti-bullying (October 2021) and Behaviour policies (September 2023) are both reviewed regularly. Both reflect the principles in Preventing and Tackling Bullying DfE 7/17
- Whole school involvement in Anti Bullying week
- Annual SEND report to governors
- SEND policy and practice ensure parents are fully involved in agreed actions to support their child.

## 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 which are connected to a particular characteristic a person has (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 or providing wheelchair access)
- 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 to determine strengths and areas for improvement and implement actions in response to this.
  - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils. In doing so we will always have regard to the small numbers of children on roll in our school and the need to protect privacy.

## 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 and by a diverse range of writers.
- 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 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.

The following activities foster good relations at our school:

- Parent forums give all members of our parent body opportunities to raise and discuss issues of concern.
- Annual parent survey which feeds into parent forums and policy reviews.
- Family Learning Sessions where parents and pupils learn together.
- Church services and weekly school assemblies to which the whole community are welcomed.
- A communications system in place [ie Weekly bulletin, annual dates given at start of academic year].
- Representatives from across our community are invited to the Annual School Development Evening.

## 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 e.g:

- When planning school trips and activities this is recorded on the risk assessment. The record is completed by the member of staff organising the activity.
- When reviewing policies, we include a statement to indicate our consideration of our equality duties.

In terms of strategic decisions, equality considerations underlie the school's current Strategic Plan Objectives for 2022-26. In respect of whole child development (objective one) and academic excellence (objective two) both look to be achieved for all pupils regardless of their background and without the school ensuring it remains financially secure (objective four), this would be put at risk. Similarly, equality considerations must always form the basis of staff recruitment, retention and wellbeing (objective three).

## 8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socioeconomic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Traveller status
- Looked after children (CLA)
- Previously looked after children (PCLA)
- Children of members of the armed forces

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

### **Data as of September 2023:**

**Number of pupils on roll at the school:** 87

**Age range of pupils:** 4 - 11

**Gender:** 51% male / 49% female

**Race:** White British 94%, White – Black Caribbean 6% - no other races represented

**EAL:** 1%

**Special Educational Needs and Disability:** 13%

**Pupil Premium:** 14%

**Young carers:** 0%

**Looked after children/Previously looked after children:** >5%

**Children of members of the armed forces:** 0%

**School Attendance:** 96.4%

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. [The school agreed to seek further support and guidance on how and when to monitor.]

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our school will be published centrally to demonstrate that we are complying with the general duty. When doing this, our school will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

## **9. Equality objectives**

***Objective 1: To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.***

*Why we have chosen this objective:*

From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision and as part of broader opportunities.

*To achieve this objective we plan to:*

Embed the use of CLPE Powering of Reading as our scheme for the teacher of writing, as part of this focus on increasing the level of diversity in the books studied, to include diversity of gender, sexuality, race and religion. Raise the profile of key figures who have made a change in our world and ensure that this encompasses a diverse range of figures. Launch our 'fifty things to do before you leave Furneux Pelham School', having written it to ensure that we focus upon promoting and raising awareness and appreciation of diversity.

*Proposed timescale for this objective:*

We anticipate that the changes will have been made by Autumn 2024, but that they will be implemented and embedded more fully by Autumn 2025.

***Objective 2: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.***

*Why we have chosen this objective:*

Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

*To achieve this objective we plan to:*

The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers.

*Proposed timescale for this objective:*

Starting in the academic year 2023-24 this will be ongoing.

***Objective 3: To mitigate the continued impact of school closures and other factors on disadvantaged pupils and focus upon closing the gap in maths achievement between these pupils and non-disadvantaged pupils.***

*Why we have chosen this objective:*

Due to small pupil numbers, it is challenging to find a pattern which would suggest that there is a gap between disadvantaged and non-disadvantaged pupils. Our internal data, which is discussed termly at Pupil Progress Meetings and with governors, does indicate that there are gaps in attainment in several year groups between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged, and our data is currently supporting this statistic.

*To achieve this objective, we plan to:*

Effectively utilise funding streams such as Pupil Premium Grant and Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils. In achieving this objective we will be advancing equality of opportunity for all groups of children. This will in turn remove any discrimination which may be limiting achievement.

*Proposed timescale for this objective:*

By Summer 2025, we are planning to see less of gap between these two groups in our maths internal and external data.

***Objective 4: Monitor pupil behaviour by gender, ethnicity, disability and other disadvantaged or vulnerable groups and ensure that support is given where necessary (as perpetrator or victim).***

*Why we have chosen this objective:*

Changes are in progress to develop the level of transparency in sharing patterns in the behaviours exhibited and the management of that behaviour in the school. As part of this increased transparency, this level and type of monitoring will create a clearer picture for the Senior Leadership Team and Governing Board and will ensure greater consistency is seen in the management of behaviour across the school.

*To achieve this objective we plan to:*

Analyse pupil behaviour records on a termly basis and present the analysis to the Governing Board. Governing Board to ask challenging questions about this data to ensure that management of the behaviour within the school is robust. Staff to complete training in considering equality diversity within the management of behaviour and in safeguarding. Staff to complete training in key special educational need and disabilities, e.g. ADHD and Autistic Spectrum Disorder.

*Proposed timescale for this objective:*

Collect and analyse data termly and present at Full Governing Board meetings. Staff to complete training by Autumn 2025.

***Objective 5: Ensure equality of access to all aspects of our curriculum and school provision.***

*Why we have chosen this objective:*

To ensure that all within our school community have equal opportunities and access to the provision at our school, within the curriculum and beyond.

*To achieve this objective we plan to:*

Ensure that an updated Disability and Accessibility Plan is in place which is reviewed regularly. We will conduct a survey of our wraparound care and family learning sessions to ensure that they are being accessed by all groups in the school including Pupil Premium and SEND. We will write an action plan to improve accessibility and focus where required. Subject Leaders will conduct a review and update resources to ensure equality of access e.g. PE equipment.

*Proposed timescale for this objective:*

These actions will be completed by June 2024.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, (described in sections 4-7 above), at least every year.

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

This document will be approved by the full governing body.

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

This document links to the following policies / documents:

- Accessibility plan
- Risk assessments
- Behaviour policy
- Strategic Plan 2022-2026 which drives the School Self-Evaluation and Development Plan 2023-24