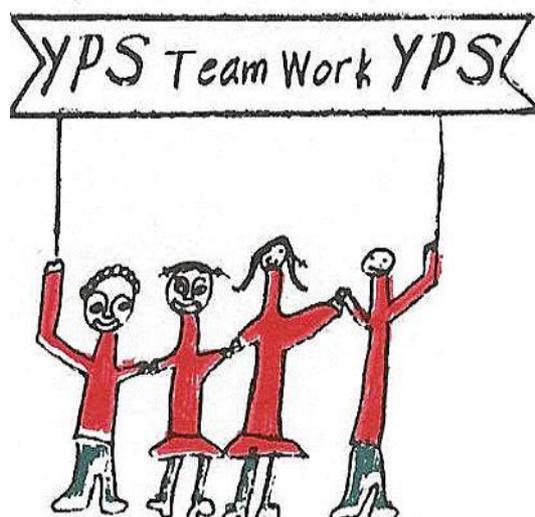


YARDLEY PRIMARY SCHOOL



Equality Information and Objectives

September 2020

Equality Information and Objectives

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.

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](#).

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, 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 Headteacher.

The linked Governor will:

- Meet with the designated member of staff for equality, 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.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

SLT and MLT will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with governors to raise and discuss any issues as and when appropriate.
- 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.

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.

All staff receive regular training throughout the year.

SLT and MLT will monitor for any equality issues, and will ensure that governors are aware of these as appropriate.

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 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 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 homophobic or transphobic 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, 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 class assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we may also invite external speakers to contribute
- Working with our local community. This may include 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

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: Due to the impact of Covid 19 ensure that gaps across the curriculum are addressed effectively and in a timely manner. This will enable pupils to make sufficient progress to ensure pupils are working at the age related target set for the end of the academic year.

Why we have chosen this objective:

Yardley Primary went in to lockdown at the end of March 2020. Although home learning was provided and encouraged, the school is realistic with regards to those pupils who did not access any online BBC Bitesize learning and the quality of input from parents and carers.

To achieve this objective we plan to:

- Audit the school curriculum year by year to identify the objectives not taught in Spring 2 term and the Summer term or those that need further consolidation.

- Teachers are to plan effectively to ensure that the objectives identified are covered and assessed.
- Pupil progress documentation will be used to track pupils' progress, identify the appropriate and required interventions and the impact made each term.
- MLT and Subject Leaders to mentor, monitor and evaluate the teaching and learning to ensure the quality, coverage and pace of learning is effective in narrowing the gap in subject knowledge and understanding.
- Prioritise the building of relationships between adults and pupils in the class.
- Intervention to be purposeful, with high impact. Using evidence-based intervention programmes.
- Reaffirm the school focus on reading for pleasure with additional slots for sharing stories and discussing children's favourite books and authors.
- Ensure that behaviour expectations are re-established as quickly as possible.
- Remote Learning provision will support pupils who are in isolation to continue their learning, support pupil progress and their transition back into school.
- Remote Learning will be reflective of the curriculum being taught at that moment in time in school.

Objective 2: To promote cultural development and understanding through a rich range of experiences in the school in order to tackle prejudice and promote understanding in relation to all protected characteristics.

Why we have chosen this objective:

In June 2020 the UK experienced and witnessed many demonstrations and protests about the injustice and treatment of different communities within and outside of the UK. The school wants to take this opportunity to reassess the current school ethos, values and curriculum.

To achieve this objective we plan to:

- Ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.
- Ensure that no-one is unfairly or illegally disadvantaged as a consequence of their protected characteristic
- Ensure the school recognises, and celebrates diversity
- Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and celebrate diversity.
- Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.
- Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.
- Raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.

Objective 3: To continue to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity. To ensure new Department for Education guidelines for the RHE (Relationships and Health Education) curriculum are implemented sensitively.

Why we have chosen this objective:

Due to Covid 19 school is not in a position to implement fully from September 2020. Department for Education have granted an extension to Summer term 2021.

To achieve this objective we plan to use 'The Birmingham Approach to Relationships and Health Education in Primary Schools' to:

- develop a skilled staff team who understand the importance of PSHE in primary schools
- review BCC resources and consider additional options dependent on school context
- consider how this resource reflects the needs of the school and adjust or differentiate accordingly
- prepare and present whole school inset to share rationale and vision with staff
- prepare for consultation with parents and decide how to structure invitations
- deliver year group meetings to introduce RHE, the proposed curriculum and then feedback any queries raised
- working party to consider queries raised and develop policy
- policy and curriculum completed and ratified by school trustees/ governors
- present the new curriculum to stakeholders

Objective 4: Promote understanding and respect of mental health and well-being. / To support and nurture pupils and staff mental health and well-being.

Why we have chosen this objective: The school has noticed an increase in the number of pupil and staff who require additional support for mental health and well-being. This number may increase with the recent national lockdown for Covid19. Therefore, the whole school community need to be aware of what is good mental health and well-being, and identify individuals who may need additional support.

To achieve this objective we plan to:

- Increase the school community's awareness and understanding mental health through class assemblies, RHE and the school curriculum.
- To raise awareness of the impact of poor mental health has on someone.
- School staff to access appropriate training
- All pupils and staff have the opportunity to make a positive contribution to the life of the school and community
- Additional support for pupils who are underachieving and/or struggling in order to make progress in their learning and their personal well-being

Monitoring arrangements

Equality information updates will be shared in the Headteacher report to governors at least annually.

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by Governing Body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Health, Safety and Wellbeing
- Inclusion
- Pupils with a medical need
- Accessibility