Brunton First School

Equality information and objectives policy

Approved by:	Governing Body	**Date:**	September 2024
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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

Our school aims to promote respect for difference and diversity in accordance with our values, such as being respectful and kind.

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
- 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 headteacher 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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with governors every term to raise and discuss any issues

- 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.

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. They regularly liaise with senior leaders and governors aware to ensure awareness.

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 data to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups

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 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

8. Equality objectives

Objective 1

Undertake an analysis of data and trends in regard to vulnerable groups and report this data to governors.

Why we have chosen this objective: To ensure that all groups of children have equality of opportunity and achieve their potential.

To achieve this objective we plan to: The Assessment Lead will analyse data and discuss any gaps in data during pupil progress reviews. Senior Leaders and the SENCO will support staff to narrow the gaps.

Progress we are making towards this objective: All children have been identified and data has been analysed and shared for governor scrutiny for 23-24 cohorts. SENCO has supported staff in developing provision and has applied to a variety of outside professionals to support where appropriate.

Objective 2

Ensure that all vulnerable groups of children have good attendance

Why we have chosen this objective: Through dadta analysis we know that some children have regularly missed school and in some cases fallen into being persistently absent.

To achieve this objective we plan to: Ensure that the Attendance Policy is rigorously applied to all cases and that early intervention is engaged as necessary using external partners to support if appropriate.

Progress we are making towards this objective: The policy was adopted from September 2024. Leaders are drawing on the policy to implement procedures and have involved a range of services including Early Help, EP support and our Attendance Officer.

Objective 3

Ensure all vulnerable groups of children have the same access to activities as their peers to enhance their cultural capital.

Why we have chosen this objective: Personal development is a priority for the school with the ambition to ensure equity for all.

To achieve this objective we plan to: Have a clear document to plan for progression across the school that will be monitored by our PD Lead

Progress we are making towards this objective: Document in place and is being monitored by the PD Lead who is working alongside other leaders to ensure all opportunities are maximized across the curriculum and into the community.

9. Monitoring arrangements

The governing board will update the equality information at least every year.

This document will be reviewed by the governing board and headteacher at least every 4 years.

This document will be approved by the governing board

10. Links with other policies

This document links to the following policies:

- SEND Policies
- Attendance Policy
- PSHE and Relationships Policy