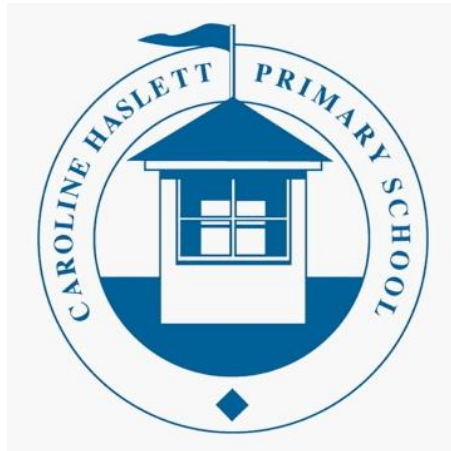


# Caroline Haslett Primary School & Faraday Club



## Equality information and objectives

**Date of Issue: March 2023**

**Date of next review: March 2024 (or earlier in the event of legislation changes)**

**Approved by the Headteacher on:**

**Signed:** \_\_\_\_\_ (Headteacher) **Date:** \_\_\_\_\_

**Approved by the Governing Board on:**

**Signed:** \_\_\_\_\_ (Chair of Governors) **Date:** \_\_\_\_\_

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## **1. Aims**

Caroline Haslett 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 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 nominated equality link governor will:

- Meet with the designated member of staff for equality every term 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

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 the equality link governor 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**

Caroline Haslett 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 senior leaders and governors aware of these as appropriate.

What is a discriminatory incident?

Harassment on the grounds of race, gender, disability sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report [1999] as: 'any incident which is perceived to be racist by the victim or any other person'.

#### **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]
- Taking steps to meet the particular needs of people who have a particular characteristic [e.g. ensuring that pupils who are Jehovah's Witnesses do not need to participate in activities related to Christmas].
- 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 activities]

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

- Make attainment data available each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups [e.g. declines in racist incidents]

## **6. Fostering good relations**

Caroline Haslett 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

## **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**

To publish and promote Caroline Haslett School's Equality Duty through the school's website, newsletter and governors' meetings.

**Why we have chosen this objective:** We want to ensure our aims for a diverse, equal and fair school community remain at the forefront of everyone's minds.

**To achieve this objective, we plan to:**

- Share the Equality Duty with all stakeholders
- Update the Equality Duty annually, and share changes with all stakeholders
- Review the objectives every four years as a way of monitoring and sharing the impact of actions carried out

### **Timeframes**

Published on website by May 2023

Shared with staff – staff meeting May 2023

Shared with parents – May newsletter

### **Objective 2**

To ensure our curriculum promotes role models/heroes that reflect our school's diversity with whom our children can positively identify.

**Why we have chosen this objective:** We want more opportunities for children to explore cultural diversity across all areas of the curriculum.

**To achieve this objective, we plan to:**

- Review current curriculum coverage linked to significant events/times of year for different groups
- Invest in reading materials that feature diverse characters
- Link opportunities to further explore cultural diversity to the children's personal development [through PSHE lessons and assemblies].

### **Time frames**

Ongoing

### Objective 3

To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, race, age, ethnic or national origin, disability or religious beliefs.

**Why we have chosen this objective:** We want to celebrate equality in all these characteristics in every aspect of the school.

**To achieve this objective, we plan to:**

- Promote equality in all aspects of these characteristics in staff meetings, assemblies, school policies, parent meetings etc.
- Monitor curriculum planning/provision.
- Actively promote, discuss and explore equality as part of our PSHE and assembly programmes.
- Actively relate this equality of these characteristics to our school values.

#### Time frames

Ongoing

### Objective 4

To further develop our fair and transparent recruitment process by providing training on equal opportunities and non-discrimination to those involved.

**Why we have chosen this objective:** We want to ensure those involved in the recruitment process have a full understanding of the legal requirements.

**To achieve this objective, we plan to:**

- Provide training opportunities as they arise, to staff and governors involved in the recruitment process.
- Include the 'Two Ticks Positive' disability symbol on job adverts to make explicit that we welcome interest and applications from all individuals.

#### Timeframes

Updated job adverts from April 2023 onwards.

Training ongoing.



### Objective 5

To narrow the attainment gap between those children in receipt of Pupil Premium and those who are not.

**Why we have chosen this objective:** If children are from low-income households, looked after or previously looked-after, or have a parent in the forces, this should not mean they perform academically, socially, or emotionally lower than their peers.

**To achieve this objective, we plan to:**

- Ensure the nominated Pupil Premium Lead member of staff is leading and driving the overseeing of appropriate monitoring and provision for these children including weekly book scrutinies and pupil voice.
- Ensure Pupil Premium children have access to the same before and after school enrichment opportunities as their peers.
- Carefully track the attainment and progress for Pupil Premium children and make them a priority for intervention and booster groups.
- Mark the books of Pupil premium children in class first, so they receive timely feedback in order to move their learning on.
- Regularly review and adapt the provision for Pupil Premium children across the school.

### **Timeframes**

Ongoing.

### **9. Monitoring arrangements**

The equality information will be reviewed and updated annually.

This document and objectives will be reviewed at least every four years.

This document will be approved by the governing board.

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

This document links to the following policies:

- Accessibility Plan
- Health and Safety Policy