



## **Equality Information and Objectives**

**Head Teacher:** Kirsti Ashman

**Date:** April 2021

**Review Date:** Annual outcomes and by April 2025 to set new PSED objectives

Approved by the Governing Board – April 2021

### **Introduction**

At Hester's Way Primary School, we strive to ensure that **everyone** is equally valued and treat one another with respect. This policy is used in line with other school policies.

Our school will comply with the legal duties under: Section 149 of the Equality Act 2010 (the public sector equality duty) and The Equality Act 2010 (Specific Duties) Regulations 2011.

There are two types of public authority responsibilities: those that are subject only to the general duty and those that are also subject to the specific duties.

The public sector equality duty (PSED) consists of "general duties" and "specific duties" which schools are required to fulfil.

The PSED covers the following protected characteristics:

Age

Disability

Gender

Gender reassignment

Pregnancy and maternity

Race

Religion or belief

Sexual Orientation

The PSED also applies to marriage and civil partnership, but only in respect of the first aim of the general duty as detailed below.

Please note that the PSED in respect of age does not apply to functions relating to the provision of education.

### **Responsibility and Duty**

The Governing Board is required to agree equality objectives, every four years and annually publish outcomes, demonstrating how they are meeting the aims of the general public sector equality duty. The policy should be reviewed annually against the statutory information.

The public sector equality duty (equality duty) is made up of a “general equality duty” which is supported by “specific duties”. The public sector equality duty is the formal title of the legislation, the general equality duty is the overarching requirement, and the specific duties are intended to help performance on the general equality duty.

The three aims of the general equality duty, we, as a school, have due regard for are:

- To eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by and under the Act.
- To advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- To foster good relations between people who share a relevant protected characteristic and those who do not share it.

### **Due Regard**

Due regard must be fulfilled before and at the time that a particular decision is being considered, with a conscious and deliberate attention to relevant evidence.

Positive action (that can be justified as proportionate) may be required to tackle disadvantages or disproportionately low participation by a particular group of pupils.

There is no explicit legal requirement to collect and use equality information across the protected characteristics. In order to have due regard to the aims of the general equality duty, public authorities must understand the impact of their policies and practices on people with protected characteristics. Collecting and analysing information is an important way for public authorities to develop this understanding.

### **Other related school policies/guidance**

Equality for all including Special Educational Needs and Disabled (SEND) pupils are supported by the school's other policies including:

- Anti-Bullying
- Teaching and Learning
- Equal Opportunities
- Behaviour
- Admissions
- SEND
- DDA
- Exclusions
- Guidance for trips and excursions/Charging Remissions
- Raising Achievement Plan (RAP)
- School Asset Management Plan
- Safeguarding Policy

### **Curriculum**

We teach the children about equality through our PSHE and Citizenship curriculum, as well as through Religious Education, Spiritual, Moral, Social and Cultural education and British

Modern Values. Our Behaviour Policy also promotes children to “Be Ready, Be Respectful and Be Safe” which promotes inclusion and positive outcomes for all. We are mindful, as a school, that the need for equality is a part of everything that we do and say.

### **Monitoring**

All stakeholders (pupils, staff, governors and parents/carers) should follow the Equality guidance.

Class teachers, teaching assistants, senior leadership, the head teacher and the governors will monitor the objectives set out below. If they are concerned about any issues they must report it immediately to their line manager or the Head Teacher. The Head Teacher will inform the Governing Board of any concerns as well as developments on the Action Plan.

### **Benefits of Equality Information**

As a school we will identify key issues by:

- Understanding the impact of policies, practices and decisions on people with different protected characteristics.
- Assessing whether the school is discriminating unlawfully when carrying out any of its functions.
- Assessing performance: Benchmark performance and processes against those of similar organisations, nationally or locally.
- Taking action: Identify if there are any actions that are needed to avoid discrimination and harassment, advance equality of opportunity or foster good relations.

### **Equality data to collect on employment**

The school follows the GCC recruitment and employment policies to ensure equal opportunity and provision for all.

The school follows the annual cycle of staff and pupil census to collate information.

Staff contractual information is collated including full and part time staffing, pay and remuneration and training.

Adults may not wish to consent to sharing information based on equal opportunities for example their religion or sexual orientation. This is their choice when not statutory.

As a school we will analyse our equality information and use the outcomes to inform action and improvements.

### **Developing Information and Areas to Consider**

The Equality and Human Rights Commission website provides useful information which can be used as a reference point for many of these protected categories detailed below.

Addressing Gaps – the school will ensure that it has enough and the right type of information to enable it to consider the aims of the general equality duty across all

functions. Where gaps are identified efforts need to be prioritised which are most relevant to aims of general equality duty.

Routine Monitoring – Where questionnaires or surveys are used to gauge the impact of activities on people with protected characteristics, they should be relevant, proportionate and cost effective.

Monitoring and sensitive information – Collecting information in relation to some protected characteristics such as sexual orientation can be sensitive. Before deciding whether to gather relevant information the schools need to consider several factors including whether the information is relevant and if it be collected from other sources.

Disability – Disaggregating information simply in terms of whether people are disabled or not is unlikely to give complete picture of workforce. It may be more useful to gather information about impairment types.

Sexual orientation – Monitoring is new for many organisations. Organisations need to have culture of trust. Improving sexual orientation monitoring published by the Equality and Human Rights Commission’s website is a useful reference.

Gender Reassignment – This is a protected characteristic in the Equality Act 2010. Further information about monitoring transsexual people and example questions is also available on Commission’s website.

Children and Young People – It is not always appropriate to monitor certain protected characteristics for example sexual orientation. Alternative sources of information such as national statistics may help to identify priority equality issues instead.

Religion or Belief – Another sensitive issue due to levels of commitment. The equality act applies equally to people with no religious belief like atheist and humanists.

Equal Pay – Equality Act 2010 gives women and men the right to equal pay for equal work. Further information is available on Commission’s website.

Benchmarking equality information – Benchmarking with similar organisations or against national standards over time can help schools to identify potential information gaps. The information will vary between different sectors and organisations gauge the accuracy of equality information and to identify good practice.

### **PSED Objectives**

By setting objectives this allows the school to focus on the major issues, especially those facing protected groups (under the Equality Act 2010).

The objectives are based on evidence in relation to areas where there may be equality challenges.

The school’s findings and decisions should then be documented.

There is no set number of objectives that are required, but the objectives should cover a period of four years.

It may not be possible to resolve inequality issues in one defined cycle; the aim is to address the most significant issues first.

The school is required to set and publish new objectives every four years but can publish objectives on a more regular basis, if appropriate.

Best practice suggests that the objectives set should be SMART; specific, measurable (by way of statistical, qualitative or quantitative evidence), achievable, realistic and timed.

## **Publication**

Schools and pupil referral units covered by the specific duties must publish information to demonstrate their compliance with the general equality duty at least annually. The published information must include the following:

- Information relating to people who share a relevant protected characteristic who are employees of the school (for authorities with more than 150 staff), and people affected by its policies and practices (for example service users).
- Evidence of the steps being taken and progress towards meeting the school's equality objectives. A school with fewer than 150 employees is exempt from the requirement to publish information of effects on their employees.

However, in order to be able to demonstrate that they have fully considered the aims of the general equality duty they may need to publish some information for example information relating to engagement with the Equality Aims and Objectives.

All schools must however publish:

- Evidence of analysis that they have undertaken to establish whether their policies and practices have (or would) further the aims of the general equality duty.
- Details of the information that they considered in carrying out this analysis.
- Details of engagement that they undertook with people whom they consider to have an interest in furthering the aims of the general equality duty.
- Information to demonstrate how they are complying with the PSED – this information must include information relating to people who share a protected characteristic.
- Evidence of the steps being taken and progress made towards meeting the equality objectives that the school has already set.
- The school's objectives must be published at least every four years and the compliance information at least annually.

The Equality Duty is proportionate, and complying with it will look different for organisations of different sizes and with different levels of resources.

The information that the school could publish depends on the specific general duty aim in question.

Eliminate discrimination, for example, could be demonstrated through:

- Copies of policies, for example the behaviour policy or anti-bullying policy, or the recruitment or pay policies, where the importance of avoiding discrimination and other prohibited conduct is expressly noted.
- Evidence of staff training on the Equality Act 2010 Advance equality of opportunity.
- Attainment data which shows how pupils with different characteristics are performing.
- Information about work done in response to analysis of data to foster good relations.
- Aspects of the curriculum that promote tolerance and friendship, or which share understanding of a range of religions or cultures.
- Twinning arrangements with other schools which enable pupils to meet and exchange experiences with children from different backgrounds.

### **Employment Information – to publish**

As our school has fewer than 150 employees it is exempt from the requirement to publish information of effects on their employees

### **Review of Equality Information**

The following actions concerning equality information can help public authorities have due regard to the aims of the general equality duty:

- Identify what equality related information and performance data related to employment and service provision is already collected and held.
- Consider what protected characteristics the equality information covers, the extent to which it is disaggregated, and its accuracy and relevance to duty.
- Identify gaps in information and take proportionate steps to fill them.
- Consider whether old relevant qualitative information that can help to identify equality priorities e.g., has any assessment of the impact on equality of policies been done?
- Consider relevant research reports or surveys from other sources that can help identify priorities.

## Hester's Way Primary School Equality Development Plan Action Plan April 2021-April 2025



Leader: Subject Leaders, SLT and Head Teacher  
 Linked Governor(s): Pupil Premium, Curriculum, SEND and Health and Safety Governors

**PSED Objective:** To advance equality of opportunity. *(What will be different in the school if the target is achieved?)*  
**Specific target:** To increase the extent to which pupils and people participate and achieve in school life by raising achievement and outcomes for all.  
**Success Criteria:** *(How will success be measured?)*  
 The equality of opportunity and provision, of those with and without protected characteristic, is the same; Progress of pupil groups (gender, SEND, EAL and PP) is monitored to enable the school to improve pupil outcomes and "diminish the difference".

**PSED Objective:** To eliminate discrimination, harassment and victimisation.  
**Specific target:** To further improve teaching and learning about difference and diversity.  
**Success Criteria:** Pupils will know, understand and talk about the schools' behaviour rules and British Fundamental Values, confidently. Pupils in upper KS2 will be able to show tolerance and respect for others as they develop and transition into secondary school. Pupils will be able to support each other through Restorative Justice style processes, learning from mistakes and errors in order to correct behaviours and attitudes towards themselves and others.

**PSED Objective:** To foster good relations with all children, parents and school staff.  
**Specific target:** To further engage pupils and parents in school life, using their feedback and contributions to inform change and school development.  
**Success Criteria:** Pupils, parents and staff will share their views, opinions and feedback through lessons, forums, social media, questionnaires and the school council. Stakeholders views, opinions and feedback will be analysed and outcomes inform next steps for school development.

Evaluation due: July 2022, annually with final review July 2025      Evaluation led by: SENDCO, Subject Leaders, SLT, HT and Gov      Reporting to: Head Teacher

<b>Precise Action</b>	<b>Led by? Team?</b>	<b>Month Started?</b>	<b>Expected Impact (What difference will the actions make?)</b>	<b>Monitoring: Who? When? How? Reporting to? (Are we doing what we said we would do?)</b>	<b>Resources Cost? Source? Time?</b>	<b>Month Finished?</b>	<b>Success Criteria of Action.</b>
To ensure that all groups of pupils are given the opportunity to participate in school provision, according to their need.	Class teachers Club leads SENDCo	April 2021	All pupils are given the same opportunities; identified pupils are given additional support through interventions enabling a broad and balanced curriculum; A range of pupils are registered for	Class teachers Club leads Senior leaders SENDCO HT At the outset of a provision – admissions.	Form to analyse data.	On-going Review annually	Provisions are fairly allocated and there is evidence of all groups of pupils accessing school provisions.

			intervention, clubs and opportunities.				
To close the gap and diminish the difference in gender, SEND, EAL and PP groups.	Class teachers Subject Leaders SENDCo SLT Gov	April 2021	Group progress data shows lessening gap between identified groups and non-groups; Data drives Raising achievement plan (RAP); Published data outcomes demonstrate improvements in standards in identified groups.	Termly class assessments; SL data analysis; termly provision maps; termly recording of data; report findings to Governors.	Pupil Progress Meetings PP SL time – see PP report.	On-going Review annually	Pupil Performance Outcomes.  SEND Report to Governors.  PP Strategy and outcomes.
To further improve teaching of difference and diversity.	Class teachers Subject Leaders SENDCo SLT Gov	Sept 2021	Celebration of diversity and difference through the PSHE, RE, SMSC & BMV curriculum; Staff training in these subject areas; Implementation of anti-bullying policy; Representations of different people are included in signs and displays to promote equality and diversity.	Termly then annual.  Personal Development Curriculum Lead monitoring and analysis of curriculum areas.  SENCO – monitor inclusion and behaviour incidents.	Teaching resources – internet; CPD events; Books ordered; RE special days.	On-going Review annually	Report to share the outcomes.
To further improve pupil's knowledge, understanding and their ability to talk about difference and diversity.	Class teachers Subject Leaders SENDCo SLT Gov	Sept 2021	Pupil voice and pupil work outcomes demonstrate knowledge and understanding of the school's behaviour rules and BFV. Children can talk confidently about these areas. Restorative justice style practise is used effectively to enable positive outcomes. Upper KS2 pupils are respectful and tolerant of others and have mature "secondary" school ready attitudes.	Termly then annual.  Personal Development Curriculum Lead monitoring and analysis of curriculum areas.  SENCO – monitor inclusion and behaviour incidents.	Pupil Voice – leadership time; PST to lead in Restorative Justice style training.	On-going Review annually	Report to share the outcomes.



<p>To further engage pupils and parents in school life, using their feedback and contributions to inform change and school development.</p>	<p>Class teachers Subject Leaders SENDCo FCW SLT Gov</p>	<p>April 2021</p>	<p>Pupils, parents and staff will share their views, opinions and feedback through lessons, forums, meetings, social media, questionnaires and the school council. Stake-holders views, opinions and feedback will be analysed and outcomes inform next steps for school development. All groups are given the opportunity to give their views, opinions and feedback.</p>	<p>Termly: Pupil Voice Parent Forum with FCW Questionnaires Staff meeting School Council newsletter/website info</p>	<p>Leadership time for monitoring, analysis and reporting.</p>	<p>On-going Review annually</p>	<p>“You said, we did” on newsletters and the school website to show where feedback has informed improvements.  Social media feedback positively increased.  Questionnaires shared on the school website with any relevant actions.  School Council report on their work and pupil views and opinions.  Curriculum Leads use feedback to inform school development and action planning.</p>
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