

# Flushing C of E School



## Equality information and objectives policy

<b>Policy monitored by</b>	Full Governing Board
<b>Date of adoption</b>	November 2024
<b>Date of review</b>	November 2027

# 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 Flushing School’s strategic vision of ‘[Nurturing to Flourish in our World](#)’ and our school values:

**KINDNESS TRUST FRIENDSHIP FORGIVENESS HOPE CREATIVITY**

# 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 equality link governor is Becky Morris. They 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
- › 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
- › Meet with the equality link governor to raise and discuss any issues
- › Identify 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every.

## **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:

- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Publish and analyse data relating to 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 and worship. 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

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. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

### Objective 1

**To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils**

Why we have chosen this objective: As a school within a community with low diversity it is vital that we monitor provision for minority groups and ensure that everyone has equality of access.

To achieve this objective we plan to: Monitor data related to minority groups and plan to narrow attainment gaps.

### Objective 2

**Focus on those arriving in school as low attaining, particularly with speech and language needs**

Why we have chosen this objective: To ensure disadvantaged/EAL pupils are receiving the provision they need to narrow the attainment gap.

To achieve this objective we plan to: Carefully monitor EYFS/RWI data to ensure all children are given the correct provision.

### Objective 3

**Build a curriculum which reflects modern Britain and all of its diversity**

Why we have chosen this objective: As a school within a community with low diversity it is vital that we ensure our children access a curriculum which reflects modern Britain and all of its diversity.

To achieve this objective we plan to: Develop diversity across the curriculum through carefully chosen texts and resources. Embed Jigsaw PSHE as a teaching tool. Make use of opportunities within worship to develop pupil's knowledge of specific groups e.g. Black History Month

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

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

This document will be approved by governing board.

## 10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk assessment

- SEND Policy
- School Improvement Plan