



**Nexus Education Schools Trust**

# **Equality Information & Objectives**

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## 1. 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

## 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The Local Committee 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 Headteacher will:

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

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 LCM are regularly reminded of their responsibilities under the Equality Act.

#### **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 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:

- Publish 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

#### **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

## 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

### Equality Objectives

	Diversity Strand	Objective	Actions	When	Who
1	SEN	All children on the SEND register will make at least expected progress (i.e. 3 APS per year) and will reach their individual targets.	Children on the SEND register will have additional support to address their needs and enable them to reach their targets.  HT informs SENDCo of SEND pupils identified in PPMs as not making sufficient progress for her to follow up  Impact of additional support is evaluated each term and support is changed where necessary	Ongoing – ISP review meetings each term for all children on SEND register and their progress is discussed at termly PPMs (pupil progress meetings)	All CTs (class teachers) responsible for ensuring ISP actions take place and for liaising with HLTAs and TAs.  SENDCo leads ISP review meetings  HT leads PPMs
2	EAL	All EAL pupils will make at least expected progress (i.e. 3 APS per year) and will reach their individual targets.	Children with EAL have access to resources to support them to make good progress.	Ongoing. Progress discussed at termly PPMs	CTs SENDCo HT
3	Socio-Economic / PP	All PP pupils will make at least expected progress (i.e. 3 APS per year) and will reach their individual targets. The gap between the progress and attainment of PP pupils and non-PP pupils will narrow.	-All pupils entitled to FSM (including 'ever 6' pupils) + vulnerable pupils (including looked after children and young carers) are identified. Potential barriers are identified and addressed as far as possible,	Ongoing. Progress discussed at termly PPMs and LCM meetings and support put in place	CTs SENDCo HT FLO

			<p>allocating PP funding to help address needs.</p> <p>- The attainment of PP pupils is monitored closely to ensure that the gap closes by the progress of PP pupils being higher than that of non-PP pupils.</p> <p>-FLO works 1-2-1 with PP families to support individual needs.</p>	where necessary.	
4	Gender	The gap between the attainment of boys' and girls' writing is closed.	<p>Pre-teaching and in class intervention supports 'reluctant' boy writers to support and encourage them with their writing in order to help to accelerate progress.</p> <p>Expectations of girls and boys in writing will be the same.</p> <p>All class texts are appropriate and appealing to boys and girls.</p>	Ongoing.	CTs Writing co-ordinator
5	Disability	Visitors in wheelchairs or with pushchairs can access the school via all entrances and are able to use the toilet.	<p>All entrances are accessible for wheelchairs and push chairs. Caretaker to ensure all are kept clear from debris.</p> <p>Wheelchair users can use the disabled toilet by the entrance to the school.</p>	Ongoing – regular H and S walks	Caretaker + HT
6	Sexuality	There are no instances of homophobic name-calling and children understand that adults may have different sexual identities.	The SRE and PSHE curriculum makes clear that there are many different types of families and that none are more or less acceptable than others. Any questions or inappropriate comments regarding sexuality are addressed by the class teacher or Head Teacher and any homophobic name-calling is reported to parents and recorded in the anti-bullying folder.	Ongoing	CTs HT
7	Race	There are no instances of racism and all children feel proud of their culture and religion and able to share their experiences at school.	All ethnicities, religions or non – religious affiliations or backgrounds are respected in the school and children understand that different cultures and	Ongoing	All staff

			<p>faiths impact on day to day life. This is a key and continual message across the curriculum and in assemblies.</p> <p>Any instances of racism are treated seriously, recorded on CPOMs and are reported to parents. Instances of religious intolerance are also treated seriously</p>		
8	Race / socio-economic / SEN	There are no consistently under-attending groups in the school.	<p>Attendance data is analysed each month according to classes / different ethnicity groups / PP pupils and SEN pupils.</p> <p>Parents of any pupils whose attendance is lower than 90% are written to and invited in for a meeting to discuss ways of improving attendance.</p>	Monthly attendance analysis from the school office	HT FLO

## 9. Monitoring arrangements

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

This document will be reviewed and approved by Nexus Education School Trust (NEST) at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment