



## Equality Information and Objectives 2023 -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 our values, such as:

- acquire skills and knowledge for academic success.
- become confident in using the English language.
- challenge myself and engage with the enriched curriculum to become confident and resilient.
- discover and extend my talents and strengths.
- enjoy and celebrate the rich diversity of the school and local community.
- fulfil the lives of others by being an active and caring person.

### 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 governing body 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 school staff will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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.



New staff receive training on the Equality Act as part of their induction. The school management team monitor equality issues and regularly liaise regarding any issues and make governors aware of these as appropriate.

## **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. Disability, race including colour, nationality, ethnic or national origin, religion or belief).
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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 data referenced above 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
- 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 has a list of objectives (set out in Section 8) to show we have actively considered our equality duties and asked ourselves relevant questions. This is carried out at the same time as the risk assessment when planning school trips and activities.



These objectives at Rushey Mead Primary are:

<b>Equality Objective: Eliminate unlawful discrimination, harassment and victimisation</b>		
<b><i>Objective</i></b>	<b><i>Success Criteria</i></b>	<b><i>Timescale</i></b>
<b>Celebrate diversity, encourage respect and promote equality.</b>	<b>Create a whole-school culture in which students, staff and the school community work together to create an environment of inclusivity through effective SMSC and character education.</b>	<b>Continue to embed and consolidate the No Outsiders Programme for all stakeholders and linked to the PSHE curriculum with termly reviews conducted by the PSHE curriculum team as part of their review</b>
<b>Know how to talk to your students about inappropriate and discriminative language and provide all staff with the confidence to address these boundaries.</b>	<b>Use No Outsiders Programme through picture books from EYFS - Y6, showing clear progression through key stages during PSHE or English lessons.</b>	<b>To be implemented through each term based on the No Outsiders School Timetable</b>
<b>Equality Objective: Advance Equality of Opportunity Between People</b>		
<b><i>Objective</i></b>	<b><i>Success Criteria</i></b>	<b><i>Timescale</i></b>
<b>Robust systems for monitoring pupil progress in place and monitored regularly.</b>	<b>Data analysis shows equality of</b>	<b>Termly pupil progress meetings with SLT members,</b>



	attainment/progress for all, identifying groups and individuals at risk of underachievement and plan intervention.	class teacher and phase assistant Headteacher along with whole school data shared at governor meetings.
<b>Equality Objective: Foster Good Relations Between People</b>		
<b><i>Objective</i></b>	<b><i>Success Criteria</i></b>	<b><i>Timescale</i></b>
To develop pupil understanding of tolerance and mutual respect for others through the promotion of British values	Children exposed to different cultures, faiths, religions through first hand experiences and through the use of varied resources. Actively challenge children, staff or parents who express opinions that are contrary to fundamental British values including extremist views.	Yearly review of the curriculum to ensure that this aspect of British values is promoted.  Events during the year celebrate culturally diverse occasions and memorable events taking place in the country.