

Equality information and objectives

Craneswater Junior School



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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.](#)

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, 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 governors

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.

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)

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

8. Equality objectives

Objective 1: Train an identified member of staff in recognising and supporting gender and sexual orientation and breaking down stereotypes

Why we have chosen this objective: To provide school expertise which can be disseminated to other members of staff and ensure we are providing a good quality education around these topics

To achieve this objective we plan to: Train a member of staff, disseminate and develop key curriculum planning

Progress we are making towards this objective: A member of staff was identified and undertook training. This has been disseminated to a/l teachers July – 18. This was received positively and a number of resources identified. Considerations have begun about how this will be formally identified in the PSHE curriculum. Update Jan 21 – In year 3 children learn about different genders and gender stereotyping. During peer review March 20 it was noted how well children could talk about different types of families using correct vocabulary in a non-biased way. In year 5 they examine homophobic and transphobic bullying which is revisited in year 6. Our library now has a good range of resources for example showing a range of different families.

Objective 2: Ensure the academic progress of EAL pupils – through high quality training and teaching.

Why we have chosen this objective: To ensure that all pupils benefit from good quality teaching and learning strategies

To achieve this objective we plan to: Have the Ethnic Minority Achievement Service deliver training on oral rehearsal and regularly support with the resources we have in school

Progress we are making towards this objective: We have had training from EMAS each year for the last 2 years but believe that in order to keep the profile high, and to support new staff, we need to have regular reminders and updates

Objective 3: Disability awareness. *To ensure that this is proactively included within our curriculum and supported through; workshops, assemblies, extra curricula competitions and activities for our pupils with SEND and disabilities*

Why we have chosen this objective: To raise awareness and acceptance of disabilities

To achieve this objective we plan to: Adapt our curriculum and create regular opportunities for understanding and participation

Progress we are making towards this objective: We have had disability awareness days which have been highly successful, VI and autism assemblies annually, we have started a VI club, we have supported pupils in attending sporting competitions.

Objective 4: Black History. *Added September 20. To ensure that we raise the profile of Black History effectively and incorporate this into our curriculum*

Why we have chosen this objective: To raise awareness of the contribution of individuals from different communities.

To achieve this objective we plan to: Adapt our curriculum and ensure that there is a good balance of figures from different ethnicities.

Progress we are making towards this objective: We are just beginning this journey. We have always included a variety of figures from around the world within assemblies and we are presently mapping where we already address this within our curriculum and to what quality. The Portsmouth Education Partnership also have this as one of their priorities therefore we will work alongside them. Our library has an ever broadening range of resources reflecting different cultures and our class readers have now got a wider range of BAME authors.

9. Monitoring arrangements

The Inclusion Manager Sally Turner will update the equality information we publish at least every year.

This document will be reviewed by the curriculum committee of the governing body annually and rewritten at least every 4 years.

This document will be approved by the curriculum committee of the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan