



## Rugby Free Primary School Equality Information and Objectives

July 2020

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### POLICY APPROVAL

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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 Trust 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives 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

The designated member of staff for equality will:

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

- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- The designated member of staff responsible for year 2020/2021 is Karen Sharp, Deputy Head teacher.

**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, Trustees, PCAB/LGB members 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 year.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ 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 clubs/visits etc)

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/pupil parliament 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/events e.g. Ramadan, which would make attendance for a particular group of pupils, more difficult.
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

- Has appropriate facilities for disabled pupils
- Has appropriate facilities for religious acts e.g. praying/worshipping

## 8. Equality objectives

Below are equality objectives specific to RFPS based on data, trends, and parental opinions. They will be reviewed termly and updated yearly.

**Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender, sexuality and disability by January 2021, and report on this to the Trust Board and increase representation of certain characteristic groups.

**Why we have chosen this objective:** To ensure that we have a balanced and proportionately represented workforce which serves a diverse community.

**To achieve this objective we plan to:** Analyse recruitment trends and positively discriminate when recruiting new members of staff if we had lower staff members (proportionate to the community we serve) in a characteristic group e.g. Gender or race.

**Objective 2:** Ensure ALL pupils have access/facilities/computing to complete their homework/home learning in school time if they haven't completed at home.

**Why we have chosen this objective:** Statistically SEND, children who receive the PP grant and children with EAL are less likely to complete their home learning and so we need to intervene to ensure that they do have opportunity within school to do this.

**To achieve this objective we plan to:**

- Analyse which children are not completing their home learning and what their barriers are.
- See if we can remove some of these barriers e.g. tablet for PP pupils
- have homework clubs where children are given the support, technology and time to complete their home learning with a member of school staff weekly.

**Objective 3:** Narrow the gap between boys and girls writing outcomes.

**Why we have chosen this objective:** Significant statistical gap between boys and girls writing outcomes in most year groups. We need to ensure that the gap narrows between boys and girls in writing.

**To achieve this objective we plan to:**

- Analyse the writing assessment data carefully, finding out the areas in which boys are not achieving well enough in.
- Create an action plan outlining what we will need to change in terms of teaching and learning.
- Ensure that the teachers have the subject knowledge and skills in order to bring about highly effective practice in this area and if they haven't, invest in high quality CPD.

- Ensure Power of Reading Texts are interesting and engaging for boys and have male lead characters which boys can associate themselves with.

**Objective 4:** *Ensure parents with a disability are actively supported by school and the school community.*

**Why we have chosen this objective:** A few parents, who have a disability, have voiced that they would like some more support from school, mainly in understanding information from school and what more they can do to support their child.

**To achieve this objective we plan to:**

- Appoint a Family and Child support worker to work with vulnerable parents and families
- Create visual and auditory examples of home learning on SeeSaw so that it requires less reading for parents
- Ensure that parents with a disabled badge know that they can use the school car park
- Ensure that all staff know which parents require more support from us and have plans in place to support them further e.g. monthly keeping in touch meetings

## 9. Review of objectives

The policy objectives will be reviewed yearly and updated on this policy.