


<h1>Equality information and Objectives Policy</h1>	
<p>DATE OF ADOPTION: June 2023</p>	
<p>DATE OF NEXT REVIEW: June 2025</p>	
<p>TO BE REVIEWED BY: Learning and Well-being Committee</p>	

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.

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.

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 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 below.

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.

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 the wider opportunities/extra-curricular activities in school) In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing (e.g. gender, pupil premium)
- 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

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 and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak in school, 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.

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.

Equality Objectives 2023-25 (See appendix 1 for related action plan)

Objective 1

To monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils; ensuring that

groups of pupils have equality of opportunity and performance variations between groups are diminished.

Objective 2

To ensure the full inclusion of children experiencing emotional or mental health difficulties in all aspects of school life. Improved mental health should in turn lead to improved attendance across the school.

Objective 3

To develop the curriculum to ensure that pupils experience rich learning opportunities which explore a balance of equality and diversity including women's history, disability history, a range of faiths and non-faiths and BAME projects.

Objective 4

To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition

Monitoring arrangements

The Learning and Well-being Committee of the governing board will update the equality information we publish, at least every year.

This document will be reviewed by the Learning and Well-being Committee of the governing board at least every 2 years.

This document will be approved by Learning and Well-being Committee of the governing board

Links with other policies

This document links to the following:

- Accessibility plan
- Risk assessments

Appendix 1

Decoy Community Primary School and First Steps Nursery

Equality Objectives 2023-2025

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

AIM	ACTION	PERSONNEL	RESOURCES	TIME SCALES
<p>To monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils; ensuring that groups of pupils have equality of opportunity and performance variations between groups are diminished.</p>	<ul style="list-style-type: none"> • Weekly SLT meetings • Termly data drops and pupil progress meetings • Targeted Interventions • See PP strategy for PP actions • See SEND provision map for SEND actions • See EAL action plan for EAL actions 	<p>HT SLT Class teachers</p>	<ul style="list-style-type: none"> • Insight • Data analysis • Minutes from Governor’s meetings • VCM meetings 	<ul style="list-style-type: none"> • Ongoing monitoring
<p>To ensure the full inclusion of children experiencing emotional or mental health difficulties in all aspects of school life.</p> <p>Improved mental health should in turn lead to improved attendance across the school.</p>	<ul style="list-style-type: none"> • TA CPD • Development of the Forest School and outdoor learning provision • Targeted extra-curricular opportunities • Positive Playtimes – resourcing to ensure active engagement during playtime periods 	<p>SENDCO Pastoral support team</p>	<ul style="list-style-type: none"> • Forest school budget • PTA funding support • Attendance data 	<ul style="list-style-type: none"> • 2023-24 possible PTA fundraising project • 2024-25 focus on positive playtimes

<p>To develop the curriculum to ensure that pupils experience rich learning opportunities which explore a balance of equality and diversity including women's history, disability history, a range of faiths and non-faiths and BAME projects.</p>	<ul style="list-style-type: none"> • Curriculum review – naming key individuals/events to be covered across the school • Increased opportunities for visitors in school • More visits to places of cultural significance • Participation in cultural events in Devon • Partnership working with other schools (locally, nationally and international) 	<p>Curriculum Leads HT SLT Class teachers</p>	<ul style="list-style-type: none"> • Curriculum release time for leaders • Discovering Christianity and related faith units • Curriculum maps, knowledge organisers and knowledge building block progressions 	<ul style="list-style-type: none"> • September 2023 – curriculum expectations established by SLT • 2023-24 Curriculum reviews (all subjects) • 2023-24 At least one assembly visitor per term with a diversity and/or equality focus • 2024-25 As above, plus at least one event per term with a diversity and/or equality focus • 2024-25 All curriculum plans include a balance of equality and diversity including women's history, disability history, a range of faiths and non-faiths and BAME projects.
<p>To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition</p>	<ul style="list-style-type: none"> • EAL lead in role and CPD provided to support them in this role • Starter packs for all new EAL families with support materials for basic language and phrases to learn to support the child/ren in school • Online translation tools used for communication with parents and pupils • Termly monitoring of all EAL pupil confidence 	<p>EAL lead</p>	<ul style="list-style-type: none"> • Insight • Data analysis • Devon LA ETMAS team and website • Class Dojo and Website translation tools 	<ul style="list-style-type: none"> • 2023-24 – EAL role established and lead trained to meet the expectations of the role • 2024-25 – whole staff EAL CPD • 2024-25 – Starter packs created for new EAL pupils