

# Equality information and objectives



## Firfield Primary School

*Learn Together, Grow Together, Achieve Together*

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**Approved by:** James Yellop

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## 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard **for** 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

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

## 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](#).

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- **eliminate discrimination, harassment and victimisation**
- **advance equality of opportunity**
- **foster good relations between groups**

Firfield Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. As such, we understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- race
- sex (including issues of transgender)
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise the disadvantages suffered by people due to their protected characteristics
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

### **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

## **3. 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, 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

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 senior leadership team 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

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 will receive training on the Equality Act as part of their induction**, and all staff receive refresher training every year in September.

The school SLT will ensure monitoring equality issues, and share findings with governors.

**We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.**

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

## 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
- 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 activities and events)

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, **school council appointed, Anti-Bullying Week, other awareness weeks e.g. autism, Downs Syndrome and British Values. We also provide specialist sports teachers for different year groups and a variety of external trips that extend an understanding of positive role models and past events.**
- 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
- **Actively** working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, **organising school trips and activities, singing in the community, participation in sporting events including those specifically for children with disabilities and fundraising initiatives**
- 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 keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

***Objective 1: Ensure that we try to close any gender gaps identified during analysis of assessment data***

**Why we have chosen this objective:**

This objective was identified at the last Ofsted inspection who stated that the school should ensure 'girls progress in mathematics is accelerated so that it at least matches that of the boys' (November 2017). The school also identified that the progress of boys in reading was less (-1.6) compared to girls (+0.1) and lower than the progress made by all pupils nationally (spring 2019 data).

The current data also indicates 64% of girls in Key Stage 2 were on track to reach expected and 8% working at greater compared to 79% of boys on track to reach expected and 14% working at greater depth.

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

- Use assessment data to identify any gaps linked to gender.
- Plan intervention and support to accelerate learning and eliminate any gaps.
- Provide CPD opportunities for staff to improve pedagogy.
- Provide additional resources and activities to promote engagement in learning in these areas.

Progress we are making towards this objective:

Current data (December 2021) shows that 75% of boys in Year 6 have made expected progress this compares to 71% of girls. Across Key Stage 2, 79% of boys were on track to reach expected with 18% working at greater depth this compares to 85% of girls who were on track to reach expected with 29% working at greater depth.

***Objective 2: Promote understanding and respect of differences***

**Why we have chosen this objective:**

The 2019 safeguarding audit identified some areas in which the school could further promote diversity. The schools' new behaviour policy focusses on three key rules. Children are expected to be READY, RESPECTFUL and SAFE. The new PSHE scheme of work is an ideal opportunity to ensure that we can develop consistency in this approach.

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

- Ensure the new PSHE scheme of work develop a consistent approach to develop pupils' understanding and respect of differences.
- Celebrate differences by taking part in events and national days that recognise and celebrate differences.
- Ensure assemblies and lessons develop an understanding in respect to differences.
- School staff have a improved knowledge of sexual harassment and its implications on a primary school setting.
- CPD of staff.

Progress we are making towards this objective:

The school has continued to adapt the behaviour policy, have held parent workshops and as part of the Exemplary Leadership Programme the SLT have increase own expertise. The school has held a behaviour week (January 2022). The school still wants to remain fully inclusive whilst promoting high expectations for behaviour and ensuring all pupils have respect for both their peers and adults.

***Objective 3: Narrow the pupil premium gap in reading, writing and maths in all year groups. Close the gap in attendance to match that of other pupils.***

**Why we have chosen this objective:**

Analysis of data shows that in Key Stage 2, 50% of pupils are on track to achieve expected in reading, writing and maths. This is equal to the national average (51%) but the gap between disadvantaged and other children is more than the national average. In KS1 40% of pupils are on track to achieve expected in reading, writing and maths.

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

- Use assessment data to identify any gaps linked to gender.
- Plan intervention and support to accelerate learning and eliminate any gaps.
- Provide CPD opportunities for staff to improve pedagogy.

- Provide additional resources and activities to promote engagement in learning in these areas.

Progress we are making towards this objective:

Analysis of data shows that in Key Stage 2, 42% of pupils are on track to achieve expected in reading, writing and maths. This is less to the national average (51%) but the gap between disadvantaged and other children is more than the national average. In reading 57%, writing 45% and maths 48% are currently on track to reach expected. In KS1 33% of pupils are on track to achieve expected in reading, writing and maths.

**Objective 4: To ensure that mental health, emotional needs and well-being (self-esteem) do not become barriers to learning.**

**Why we have chosen this objective:** There are an increasing number of children with barriers to learning connected to mental health, emotional needs and well-being (self-esteem). This is an area on the school improvement plan to ensure we have the capacity to provide for these needs.

To achieve this objective, we plan to:

- Use assessment to identify areas of need with individual pupils.
- Provide nurture and expertise to ensure that we have the capacity to cater for these needs.
- Provide CPD for staff to increase knowledge.

Progress we are making towards this objective:

The school has continued to develop provision for mental health and well-being. An INSET day September 2021 (Art of Being Brilliant) supported staff well-being and increased knowledge to support pupils in school. A further day provided in school by the Art of Being Brilliant for the pupils has provide more support. The school has trained two members of staff in nurture (KS1 and KS2) to run 'Star Club' with extra time in the afternoons to give more specialized support to pupils. The school has planned to provide multi-sensory space for individual support programmes. The headteacher has started (November 2021) Senior Mental Health training.

## 9. Monitoring arrangements

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

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing board

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy