

A photograph of two children, a girl and a boy, sitting at a table and looking at a book together. They are wearing blue school uniforms with a white collar. The girl is on the left, and the boy is on the right. The background is a classroom with colorful posters on the wall.

Shinewater Primary School

# Equality Information & Objectives

Swale Academies Trust

**Approved by:**

Michelle Burbidge/Julie Prentice

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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 local governing board (LGB) 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 co-headteachers

The equality link governor will:

- Meet with the designated member of staff for equality at least annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The co-headteachers 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 phase leader equalities team will:

- Support the co-headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor at least annually to raise and discuss any issues
- Support the co-headteachers 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, and all staff receive refresher training. This will be part of our Educare training programme and during staff meetings and TA meetings.

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 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)

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 and 'gather' assemblies (pupil voice) 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. Shinewater is also part of a Neighbourhood Network Partnership group.
- 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 for example as part of our work on the Artsmark and artists with disabilities.

## 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:** *To continue to monitor and analyse pupil achievement by race, gender and disability*

**Why we have chosen this objective:**

- At both key stages, disadvantaged pupils continue to under-perform in comparison to national non-disadvantaged pupils
- Gender gaps need to be reduced
- SEND provision needs to ensure pupils make at least good progress from their starting points

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

- Ensure the school curriculum addresses the school's deprived local context
- Track pupil progress to identify underachieving groups or individuals and plan targeted intervention ensuring that all children make rapid progress.
- Continue to maintain the robust SEND provision provided including bespoke access sessions for planning between the inclusion manager, teachers and support staff.
- Enhance the profile of BME children when tracking pupil progress.



#### Progress we are making towards this objective:

- The school has a robust data and assessment cycle including regular pupil progress meetings which focus on the profile of the class.
- SEND provision is strong e.g.' EHC provision targets the precise needs of pupils.

#### **Objective 2: To review levels of pupil and parental engagement in learning and school life to ensure equity and fairness in access and engagement.**

##### Why we have chosen this objective:

- Although culturally rich, the school's local context is deprived with historical low aspirations for pupils.
- The school has above average PP and SEND pupils.
- Only 49% of pupils have access to devices for remote learning use.

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

- Listen to parent/carer and pupil voice
- Provide parents/carers with targeted support through e.g. our family support worker, partnership for progress sessions, parent/carer engagement activities
- Source additional computers for families in need
- Become a STEM flagship school.
- Continue our curriculum enrichment programme.
- Ensure that equality and diversity are embedded in the curriculum
- Monitor and develop the wider school curriculum e.g. clubs, trips and visitors.

##### Progress we are making towards this objective:

- The school has invested in high quality specialist teachers and resources in: Computing, PE and Outdoor Education. This has resulted in deep learning and positive pupil engagement.
- The school has begun to develop a Primary Careers and Aspirations Programme which includes access to careers from a range of backgrounds.
- The school has a range enrichment activities which are attended by parents.
- The school is in the second year of the Artsmark programme
- The school is part of the Skills Builder programme

#### **Objective 3: To continue to monitor and support attendance for all groups of pupils.**

##### Why we have chosen this objective:

- 2019/20 Pupil attendance has improved but is still less than the national average.
- 2019/20 Persistent absence has reduced (14.56%) but is still higher than the national average (8.4%).

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

- To continue to employ the Attendance Officer, Family Support Worker as well as by providing PSP sessions for identified parents/carers.

##### Progress we are making towards this objective:

- Attendance is improving
- Robust monitoring is in place and positive relationships have been forged with families.
- The school operates a reward system for good and improved attendance.

#### **Objective 4: To eliminate discrimination**

##### Why we have chosen this objective:

- Shinewater Primary School and Nursery 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.
- 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.

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

- Report, respond to and monitor all behaviour including racist, homophobic, hate incidents

- Regularly monitor the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Ensure teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Ensure that all pupils have the opportunity to access extra-curricular provision
- Listen to and monitor views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Progress we are making towards this objective:

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Our curriculum is reviewed annually. The school operates subject teams who are focussing on developing curriculum areas.

**Objective 5:** *To Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2021, to help address the under-representation of people with disabilities in the school workforce.*

Why we have chosen this objective:

- We recognise and respect difference
- We believe in fostering positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.

To achieve this objective we plan to:

- Review the makeup of the current staff workforce and show due regard for future appointments.
- Maintain the high quality of recruitment, induction and training of staff with due regard to equality and diversity.

Progress we are making towards this objective:

- The school has a strong CPD provision for all staff.

## 9. Monitoring arrangements

The local governing body/co-headteachers will update the equality information we publish, [described in sections 4-7 above], at least annually.

This document will be reviewed by the local governing body/co-headteachers at least every 4 years.

This document will be approved by the local governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment