



Rusthall St Paul's C. E. Primary School

Equality Information and Objectives

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Approved by:



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1. Aims

Rusthall St Paul's 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
- Ensure that school policies such as the Admissions policy promote equality

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.

Staff receive regular training on equality issues.

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 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

The school keeps a record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. Where relevant this is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is kept with the completed risk assessment.

8. Equality objectives

Objective 1: *Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils.*

Why we have chosen this objective: *Our proportion of disadvantaged pupils is above national average in school and historically there has been a gap between advantaged and disadvantaged*

To achieve this objective we plan to: *Ensure regular monitoring of this pupil group through analysis of data and work and lesson scrutiny to identify where the gaps are and how they can be narrowed*

Objective 2: *Have in place a curriculum that engages all pupils including white disadvantaged boys*

Why we have chosen this objective: *The school has a higher proportion of white disadvantaged boys who historically achieve below other pupils. Previous monitoring has showed that they can become disengaged with school and the curriculum*

To achieve this objective we plan to: Each class plans their curriculum on a termly basis based around the needs of their class. At the start of the year each teacher completes a profile of need for their class to identify the make-up of their class and their possible needs

Objective 3: *Ensure EAL pupils can access the curriculum through developing appropriate teaching strategies to meet their needs*

Why we have chosen this objective: In recent years we have had several EAL pupils start at school who have only recently arrived in the country with little English. We want to ensure that our curriculum and teaching strategies enable them to develop their language and English skills quickly

To achieve this objective we plan to: Staff training for all on EAL and effective teaching strategies (by KCC EAL consultant)

Objective 4: *To ensure children with disabilities such as ASD have an equal access to sports tournaments*

Why we have chosen this objective: We believe that all pupils should be given equal access to sporting events and not just those who excel in sports. This will enable pupils to develop other skills such as perseverance and resilience

To achieve this objective we plan to: Keep a record of sports tournaments attended by pupils and invite pupils to tournaments to ensure there is equality

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

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

This document will be approved by the strategy committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment