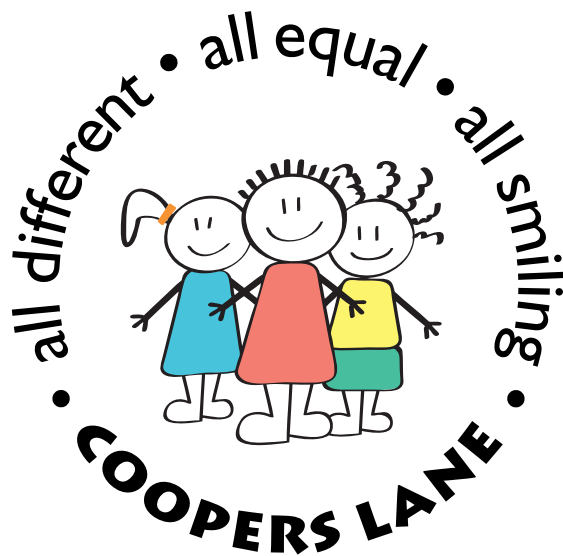


# Coopers Lane Primary School



## Equalities Information and Objectives

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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](#).

### 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
- Meet with a member of staff from the equalities team every term 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 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 Equalities Team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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 are expected to read this policy as part of their induction, and all staff receive refresher training every year during an inset day (January).

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:

- Analyse 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)

## 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 (e.g. Stonewall)

## 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

The following school objectives have been produced, discussed and agreed by the equalities working party, February/March 2021

### **Objective 1:**

To eliminate prejudice and increase understanding of equality through direct teaching across the curriculum.

### **Objective 2:**

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

### **Objective 3:**

To ensure that all children reach their potential and that there are no barriers to learning because of race, gender or disability.

<b>Objective 1:</b>	
To eliminate prejudice and increase understanding of equality through direct teaching across the curriculum.	
<b>Success Criteria/Outcomes</b>	<b>Monitoring</b>
<ul style="list-style-type: none"> <li>The curriculum has been reviewed and updated to ensure that it represents the diverse community of the school</li> <li>Children can talk confidently about their rights and how they have a responsibility towards them. They understand the global development goals and are confident to talk about how these goals impact on their lives and the lives of others.</li> <li>Books in class libraries and non-fiction resources represent a wide range of race and cultures, abilities etc reflecting the diverse community of the school</li> </ul>	CLT meeting notes Curriculum document Survey Rights Respecting Rangers – pupil voice Book Audit
<b>Actions</b>	
<ul style="list-style-type: none"> <li>Curriculum leaders and working party to review subject programmes of study – particular focus on people studied to ensure that more diversity of race and culture is taught.</li> <li>Restorative practice is embedded across the school with children confident to resolve any conflict with peers</li> <li>Revised PSHE and RHSE curriculum is implemented in all year groups</li> <li>Engage with Lewisham Race Equality Steering Group</li> <li>Book audit completed and core book library created and resourced</li> <li>CCGL British Council Project</li> </ul>	
<b>Evaluation</b>	

<b>Objective 2:</b>	
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 (It is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)	
<b>Success Criteria/Outcomes</b>	<b>Monitoring</b>
<ul style="list-style-type: none"> <li>Children have the necessary tools to manage and resolve conflict with their peers.</li> <li>Adults have the necessary tools to manage and resolve conflict with children and other adults</li> <li>Adults and children feel empowered to challenge prejudice against all protected characteristics including poverty</li> <li>All children have high self-esteem and a growth mindset towards learning (survey)</li> <li>A higher % of children say that they enjoy school most or all of the time (survey)</li> </ul>	Incident/bullying log Surveys
<b>Actions</b>	
<ul style="list-style-type: none"> <li>Restorative practice is embedded across the school with children confident to resolve any conflict with peers – refresher training for staff and peer mediators</li> <li>CPD – vocabulary and language, difficult conversations, modelling – unconscious bias</li> <li>Revised PSHE and RHSE curriculum is implemented in all year groups</li> <li>Mental Health week annually</li> <li>Refresher of Growth Mindset principles</li> </ul>	

- Two members of working party to attend Stonewall training and deliver CPD to whole school staff
- Diversity week annually
- Audit resources in school and purchase new resources to reflect the different protected characteristics
- Assemblies to reflect the protected characteristics

**Evaluation**

**Objective 3:**

To ensure that all children reach their potential and that there are no barriers to learning because of race, gender or disability.

**Success Criteria/Outcomes**

- All pupils have access to the full curriculum and are supported appropriately in their learning.
- Every child has the opportunity to perform on stage
- Every child has their art work displayed in a gallery
- Every child learns how to play a variety of instruments
- Every child learns how to play a variety of sports and games
- Every child is given the freedom to pursue their interests and talents
- There is a high expectation of learning for all

**Monitoring**

- Data Analysis
- Provision Map review
- Learning walks
- Book monitoring

**Actions**

- Pupil data is evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions to be put in place
- Embed PiXL assessments and therapies and use effectively as intervention strategy in Y2-6
- Provision Map used effectively across the school to track impact of intervention and SEND support
- Resilience is taught through PSHE as a transferable life skill
- Continuous provision: review/update planning and embed across EYFS and Year 1
- Engage with Lewisham Race Equality Steering Group
- Normalising language of mental health – regular assemblies, class teaching & circle time, mental health week, Place2Be

**Evaluation**

## 9. Monitoring arrangements

The Head Teacher will update the equality information we publish, at least every year.

This document will be reviewed by the equalities team at least every 2 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 – school trips
- CLS Curriculum