

# **EQUALITY INFORMATION AND OBJECTIVES STATEMENT**



**Approved by:**  
**Headteacher Mrs C Dawson**  
**Date: May 2024**  
**Chair of Governors Mrs L Ward**  
**Date: June 2024**  
**Review date: No later than June 2028**

## 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility to the headteacher for monitoring the achievement of the objectives on a daily basis

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
- Identify 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 set out.

## **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.

New staff receive training on the Equality Act as part of their induction, and all staff receive training every year.

The school has a designated member of staff for monitoring equality issues (headteacher). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **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 - for example pupils with disabilities.
- 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 for example encouraging all pupils to be involved in the full range of school activities.

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data to identify how particular groups are performing
- From this analysis, identify strengths and areas for improvement with actions implemented as necessary.
- Make evidence available, identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## **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. In art, pupils will study artists from around the world. In history, pupils will study significant historical figures from across the world. Figures studied will be from a range of different ethnic backgrounds and will hold a variety of religious beliefs.
- 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 wherever possible.
- Working with our local community. This includes inviting leaders of local faith groups (if possible) to speak at assemblies and activities based around the local community and beyond as part of our work on Global Citizenship and worldwide links.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within 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 events and after-school clubs. Pupils are encouraged to work and play with children from different year groups, and this is supported by our Playground Leaders group.

## **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 visit or activity is planned, the school considers whether the visit:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls.

## Equality Objectives

<b>Equality Objectives 2023 - 26</b>			
<b>Objectives Intent</b>	<b>Responsible</b>	<b>Activities / training implications / resources / costs / time Implementation</b>	<b>Success criteria / monitoring / evaluation Impact</b>
1. To monitor the achievement of groups including disadvantaged, gender, pupils and SEND groups and ensure additional support is in place to narrow any identified gaps.	CD	<ul style="list-style-type: none"> <li>Plan actions to support the progress and attainment of particular groups of pupils</li> <li>Progress towards this will be monitored regularly by the SLT</li> </ul>	Achievement of groups will be in line with other pupils in the school
2. Ensuring the school's core values of 'are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school	CD	<ul style="list-style-type: none"> <li>Governors / staff / children / families biennial core vision and values visioning activity –</li> <li>Subject Leaders ensure that the core values are embedded in curriculum policies and development plans</li> <li>PSHE curriculum supports further development of an inclusive school</li> <li>Promote pupils understanding of identity, diversity, community and equality</li> <li>Develop a culturally inclusive curriculum which celebrates equality and diversity</li> <li>Integrate Modern British Values activities</li> <li>Developing a multi-cultural curriculum / environment</li> </ul>	<p>Policies and action plans reviewed annually and will reflect our ethos and vision.</p> <p>Monitoring will show that implementation of subject intent reflects mission to embed our ethos and vision.</p> <p>The curriculum is culturally inclusive</p>
3. Further develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing for all	DJ / KG	<ul style="list-style-type: none"> <li>Staff training</li> <li>Developing a children's and parents' questionnaire</li> <li>Mental Health Awareness Day activities</li> <li>School EHWP strategy (through RoSIS)</li> <li><a href="https://www.gov.uk/government/publications/mental-">https://www.gov.uk/government/publications/mental-</a></li> </ul>	There is a consistent approach to mental health and this is reflected in practice.

stakeholders		<a href="#">health-and-behaviour-in-schools--2</a> <ul style="list-style-type: none"> <li>• Signposting to external agencies</li> <li>• Ensure school's approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing</li> <li>• Provide a structured school environment with clear expectations of how each individual can support pupils</li> <li>• Review use of SEN and pupil premium resources to provide support for children with mental health difficulties</li> <li>• Intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur</li> </ul>	<p>There are effective early intervention strategies in place.</p> <p>Pupil, staff and parent surveys suggest that Aston Fence J &amp; I is a mentally healthy school.</p>
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## Monitoring arrangements

The equality objectives in this document will be reviewed to check that they are still appropriate for the school context by the governing body at least every 4 years. The progress towards the equalities objectives will be reviewed annually by the governing body. This document will be approved by governing body.

