

Sunnyhill Primary School

Equality Information and Objectives

“Learning Together, We Will All Be Exceptional”

Our Values:

*respect one another
every individual matters
take responsibility
strive for excellence
try your best*



Approved by:	FGB (James Canvin)
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Contents

1. Aims	1
2. Legislation and guidance	1
3. Roles and responsibilities	2
4. Eliminating discrimination	2
5. Advancing equality of opportunity	2
6. Fostering good relations	3
7. Equality considerations in decision-making	3
8. Equality objectives	4
9. Monitoring arrangements	4
10. Links with other policies	4

1. Aims

Sunnyhill Primary 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

We will also promote equality and inclusion ‘by design’ in our policies and practice, reflecting on different perspectives and feedback.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Promote equality and inclusion practice 'by design' in governor activities – including policy reviews and decision-making.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The equality link governor is Tom Veness and he will:

- Meet with the designated member of staff for equality every 6 months, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure governors and staff are familiar with all relevant legislation and the priorities set out in this document. Champion the principle of equality and inclusion 'by design' in the decisions that the board including its committees makes.
- Attend appropriate equality and diversity training
- Monitor equality and inclusion priorities, reporting back to the full governor's board.

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Claire Trehwella, Deputy Head Teacher for Inclusion and she will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every 6 months to raise and discuss any issues
- Support the Head Teacher 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

Sunnyhill Primary 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. These are regularly reviewed to reflect updated legislation and best practice.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – the link governor and headteacher will champion the promotion of equality and inclusion in governor decision-making and highlight any concerns. 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 every September.

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 access for pupils with disabilities)
- 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:

- Going forward, 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.
- Taking a reflective approach to advancing equality and inclusion – respecting different experiences and perspectives within the school community and seeking improvements where possible.

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 as well as provision for transgender pupils

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. 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 stored electronically with the completed risk assessment.

8. Equality objectives

In addition to our equality and inclusion 'by design' approach to decision-making and practice across the school, we have identified the following three priority objectives to improve outcomes and experience for the school community:

Objective 1

Narrowing gaps in attainment between groups of pupils by monitoring and analysing pupils' achievement by different groups (race, gender) and providing additional support for pupils where required to ensure that disadvantaged pupils are performing as well as all pupils.

Objective 2

Providing support for families to improve the attendance of pupils from identified groups.

Objective 3

To ensure reasonable adjustments and inclusive practices are in place for all stakeholders with additional needs and from all background, to meet their needs and ensure that any disadvantages they experience are addressed.

To achieve this objective we plan to:

- Review and update the accessibility plan
- Gather views of all stakeholders to accurately identify barriers to participation

9. Monitoring arrangements

A member of SLT, in collaboration with the link governor for equalities will update the equality information we publish, at least every year.

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

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- School risk assessment
- Child Protection
- SEND statement
- EYFS Policy
- School Vision and Values