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# Equality 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 published equality information is updated at least every year, and that the objectives are reviewed and approved at least every 4 years.
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- › Promote knowledge and understanding of the equality objectives.

## 4. Eliminating Discrimination

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Dovecotes Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Ensuring that all children feel safe at school;
- Reporting, responding to and monitoring all racist incidents;
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make at least good progress, and intervening when necessary;
- Ensuring all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

## 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).
- › 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 school activities.

In fulfilling this aspect of the duty, the school will advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Listening to parents'/carers' ideas and views.
- Listening to pupils at all times.

## 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 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. We may 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.

## **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**

- To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both curricular and extracurricular.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To monitor and analyse pupil attainment and progress by race, gender and disability and act on any pupils or groups requiring additional support and intervention.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.

## **9. Monitoring Arrangements**

The headteacher will update the equality information we publish, every year.

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

## **10. Links with Other Policies**

This document links to the following policies:

- Accessibility plan