



Partnership Learning

Equality information and objectives policy

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our school vision of providing the children of James Cambell Primary with the opportunities that they deserve and the school values of respect, resilience, responsibility, honesty and equality.

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 Local 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
 - Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
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The Local Governing Board (LGB) will designate a link governor(s) for Race and Social Justice, including equality. This link governor will:

- › Meet with relevant members of staff 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 LGB's Standards and Performance Committee regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governorsAll 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 staff briefings.

New staff receive training on the Equality Act as part of their induction.

The school has a designated member of staff for Race and Social Justice (including equality), and a link governor. They 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 that 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 during Ramadan)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in a range of clubs and on all educational visits)

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

- › Analyse attainment data relating to ethnicity, gender and disability each academic year showing how pupils with different characteristics are performing
- › Use this data to determine strengths and areas for improvement, and implement actions in response
- › Collect information on behaviour issues relating to protected characteristics (such as racist language) and take appropriate action
- › Set challenging targets for all 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:

- › Using fully inclusive teaching and learning approaches to engage all our pupils
- › 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, by celebrating

Black History Month and, as part of teaching and learning in English/reading, introducing pupils to literature from a range of cultures

- Holding assemblies dealing with relevant issues and marking key religious festivals, such as Eid and Diwali. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Providing pupils with opportunities to celebrate their own and others' cultures
- 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
- Seeking the positive involvement of all parents/carers in their child's education and seeking their views to help inform and develop our approach
- Encouraging discussion of equality issues which challenge social stereotypes, expectations and their impact upon learning

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

Objective 1

To be fully involved in the borough's Race and Social Justice Programme

To achieve this objective we will:

- Sign up to the Barking and Dagenham Race and Social Justice Charter
- Plan and implement actions which will enhance the school's curriculum and improve pupil experience and inclusion

Objective 2

To promote healthy relationships amongst pupils and the wider community

To achieve this objective we will:

- Participate in Tender's Healthy Relationships programme
- Provide training for staff on relevant issues relating to healthy relationships, including awareness of domestic violence and peer-on-peer abuse
- Run assemblies and workshops which promote healthy relationships

Objective 3

To undertake an analysis of recruitment data relating to protected characteristics and report this to the LGB's Performance and Standards Committee

To achieve this objective we will:

- Analyse data on staff recruitment over the last four years
- Review our recruitment process to ensure that it is fair for all

9. Monitoring arrangements

This document will be reviewed by the Headteacher and the LGB at least every 4 years.

This document will be approved by the Headteacher and the LGB's Performance and Standards Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- SEND policy