

Equality Statement and Objectives:

Pupils

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	December 2019	EM	Trust template Equality Statement and Objectives
2.0	May 2024	SMcA	Reworded elements to make more succinct. Section 6 Eliminating Discrimination – specified staff refresher training occurs every 2 years. Section 10: Objectives – included examples of school equality objectives.

Equality Statement and Objectives

Pupils

1. Aims

1.1 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 opportunities for individuals with and without protected characteristics.
- Foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics.

2. Scope

2.1 This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

3. Legislation and guidance

3.1 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

3.2 This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3.3 This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1 The Academy Council 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 Principal.
- Receive reports on the progress made towards achieving the school's equality objectives.

4.2 The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to academy councillors.

4.3 School staff

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Related documents

5.1 This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy
- Anti-Bullying policy

6. Eliminating discrimination

6.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

6.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

6.3 Staff and academy councillors 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.

6.4 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

7. Advancing equality of opportunity

7.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Addressing or reducing disadvantages experienced by **pupils** due to their specific protected characteristic, such as disabilities or exposure to homophobic bullying.
- Implementing measures to accommodate the specific needs of **pupils** with certain protected characteristics (e.g. arranging for pupils to pray at prescribed times).
- Promoting full participation in all activities by **pupils** with particular characteristics (e.g. encouraging all pupils to engage in a variety of school societies/clubs).

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

- 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 **pupils** 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.

8. Fostering good relations

8.1 The school aims to foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics 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.
- Conducting assemblies that address relevant topics, encouraging pupil leadership and participation, and inviting external speakers to enhance learning.
- Engaging with the local community by inviting local faith leaders to assemblies and organising school trips that explore local cultural and community resources.
- Providing enrichment opportunities linked to the curriculum which promotes understanding or a range of religions and cultures.
- Promoting initiatives to address tensions among different pupil groups such as encouraging inclusive participation in school activities such as sports clubs and pupil leadership teams.
- Collaborating with parents to enhance understanding and appreciation of different cultures.
- Developing connections with experts and groups possessing specialist knowledge about specific characteristics to enhance and inform our school's approach.

9. Equality considerations in decision-making

9.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.

9.2 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; and
- has equivalent facilities for boys and girls.

9.3 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.

10. Equality objectives

Objective 1: To reduce the gap in attainment in core subjects for vulnerable learners

To achieve this objective we plan to:

- Analyse data for vulnerable groups.
- Create a clear transition plan for mobile pupils with raising attainment a priority
- Prioritise interventions for vulnerable groups.

Objective 2: To provide an environment that welcomes, protects and respects diverse pupils.

- To achieve this objective we plan to:
- Have high expectations of all
- Promote belonging of all through positive interactions, routines and promotion of character
- Celebrate diversity through curriculum, assemblies and enrichment.
- Through restorative approaches have a consistent approach to behaviour.

Objective 3: To implement reasonable adjustments within curriculum, enrichment and school opportunities to ensure that any disadvantages are addressed for children with disabilities or siblings of those with disabilities

- To achieve this objective we plan to:
- Ensuring that clubs and after school opportunities are accessible for children with disabilities
- Providing a sibs club for children who have siblings with disabilities- providing additional enrichment for these children
- Ensuring that trips and visits are reviewed by EVCs to ensure that they are accessible and making reasonable adjustments where they are not.

11. Monitoring arrangements

11.1 Kestrel Mead Primary Academy will update the equality information we publish, at least every year.

11.2 This document will be reviewed at least every 4 years.

11.3 The Equality Statement and Objectives template will be approved by the Board on behalf of the Trust and the Principal the version completed on behalf of the school.