

Equality Information and Objectives

Regent Farm First School



Contents

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

.....

We are proud that the Regent Farm Community brings together the cultures, experiences and values of children and families from all around the world to learn play and grow together in our school.

Our catchment area is socially mixed. We have increasing levels of professional families however traditionally the school has a more deprived catchment area. Our pupil premium percentage is currently 42%, significantly above the national average. Although the majority of our pupils are from a White British heritage, we also have a range of ethnic minority backgrounds and families with English as an additional language. The school supports children who arrive in the country with no English such refugees from Syria.

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.

Our aims in promoting Racial Equality are to:

- ensure that our school is a place of friendship, safety and security for the whole community.
- promote equality of access to the full range of educational opportunities provided by the school.
- give every pupil the opportunity to achieve their full potential in every aspect of their development.
- promote good relations between different groups within the school and the wider community.
- help every pupil to develop a sense of personal and cultural identity that is confident, receptive, open to change and respectful towards the identities of others.
- develop pupils' understanding, knowledge and skills so that they can participate fully in a multi-ethnic and culturally diverse society.

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, 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 headteacher.

The equality link governor is Gillian Sanders. She will:

- Meet with the designated member of staff for equality every term and other relevant staff members, 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 full governing board regarding any issues.

The Head Teacher will:

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

The designated member of staff for equality, the Head Teacher, will:

- Support the staff in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the staff to 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

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. 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 from Clennell Education which included safeguarding and equality.

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 Muslim pupils to pray at prescribed times).
- 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:

- 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.

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, especially those children who attend our VI Arc
- Has equivalent facilities for boys and girls

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 (and forms part of the same document) when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

The School operates a policy of 'equal value' regardless of position, ability, faith, race or gender. It recognises diversity as a positive feature of its community.

This policy will be regularly monitored and reviewed to ensure that it is implemented appropriately and that the stated aims are achieved.

8. Equality objectives

| Objective | Steps | Expected Outcomes |
|--|--|---|
| To promote spiritual, moral and cultural development through appropriate curriculum opportunities. | <ul style="list-style-type: none"> - Support all children to develop an understanding and awareness of the world around them such as religions, beliefs and cultures. - Continue to build international links with Mercy school in Kenya and apply to the British Council Connecting Classroom Project for a grant. - Whole school assemblies to celebrate cultural events/days of significance across the world. - PSHE lessons and cross curricular links to reinforce values. - Visits to a variety of places of worship and inviting different professionals, cultures, heritage etc to come into school to work with pupils. | The school and its whole community permeate an atmosphere of respect, cohesion, equality and diversity. |
| To ensure a strong sense of tolerance and acceptance for differences in ethnicity, religion, sexuality, gender and | - In all aspects of school life, children will be encouraged to have empathy for pupils and be shown how they can support their peers in order | This is enhanced by tolerant behaviours and curriculum access which is pertinent to the needs of the school population. Individuals |

| | | |
|--|---|--|
| ability. | <p>that they can have equal opportunities.</p> <ul style="list-style-type: none"> - Review of PSHE and RE curriculum. - Work with whole school community to rewrite the vision and core values of RFFS. Represent these in four key characters for the children. - Monitoring of incidents of a discriminatory nature using CPOMs system and HT records. If needed report to LA. | understand the need for tolerance and acceptance and display this in their behaviours. |
| To analyse performance data to narrow the gap for identified groups. | Termly analysis of data to identify and provide for any gaps. | All children make progress from their starting points. |
| To ensure that pupils are punctual and attend school consistently. | Registers are checked regularly and, where there is concern the School Attendance Officer will be contacted and parents will be informed. | Attendance for key groups is increased. |

9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by the governing body.