

# Equality information and objectives

## Cherry Lane Primary School



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## Contents

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

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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 body 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

The headteacher will:

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

## 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 clubs)

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
- 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 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
- Has equivalent facilities for boys and girls

The school actively considers our equality duties and asked ourselves relevant questions, when completing any risk assessment whilst planning school trips and activities.

## 8. Equality objectives

### Objective 1

**To narrow the gap in attainment between Pupil Premium and Non Pupil Premium pupils for reading, writing and mathematics results.**

Why we have chosen this objective: At present there are differences in the average scaled scores / teacher assessment result achieved by Pupil Premium and Non Pupil Premium pupils in reading, writing and mathematics results.

To achieve this objective we plan to: Provision is allocated to any pupil based on their level of need. At half termly pupil progress review meetings each child is discussed individually; their attainment, progress, barriers to learning and preferred learning styles as well as interests. Interventions are also evaluated or identified to meet the varying needs of individual pupils. The progress of PP pupils and the impact of the Pupil Premium Grant use is monitored on a termly tracker.

Progress we are making towards this objective:

### Objective 2

**To increase the percentage of boys achieving a Expected and Greater Depth in reading and writing at end of KS2, in order to narrow the gap between boys and girls attainment.**

Why we have chosen this objective: Girls tend to outperform boys at end of key stage 2 in both expected and greater depth in reading and writing. The Year 6 team are tailoring teaching to individual pupils and targeting their gaps. Whole year group teaching, setting and booster sessions will be planned to raise attainment.

Progress we are making towards this objective:

### **Objective 3**

**To support PP and SEND children and their families to ensure high levels of attendance.**

Why we have chosen this objective: Overall attendance figures are generally in line with national averages however persistent absence is an Ofsted key priority and remains a key priority for Cherry Lane. Pupil Premium and SEND pupils make up a good percentage of the pupils identified as meeting persistent absence threshold.

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The SLT 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 governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality Policy