



Equality Information and Objectives

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Signed:
Chair of Governors:

Headteacher:

CHASE BRIDGE PRIMARY SCHOOL

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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; and
- 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 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; and
- 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 among staff and pupils; and
- Monitor success in achieving the objectives and report back to governors.

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.

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 at prescribed times); and
- 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 and activities).

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 racism or types of bullying); and
- 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:

1. 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 covering a range of subjects.
2. 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.
3. 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.
4. 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; and
- Has equivalent facilities for boys and girls.

As a school we have actively considered our equality duties and asked ourselves relevant questions. This is recorded, if necessary, 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 within the completed risk assessment.

8. Equality objectives

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community (inc all stakeholders). This will be through a reflective diverse curriculum and also enrichment activities such as visits, trips, assemblies and the celebration, as a school of a number of major religious and cultural events.
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, school visits and trips and assemblies, especially students entitled to PPG and FSM to ensure they increase their participation.
 - Target of 85% of PPG children attending Extra Curricular Club
 - 100% update of school trips and enrichment activities for PPG children
3. To close gaps in attendance likely impacting, attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups. Attendance data will be tracked by group and shared with GB termly.
 - Close the gap in attendance between PPG and all pupils children by 1.% by the end of 2023 and less than 0.5% by 2025
 - Class the gap in attendance between SEN and all pupils by 1% by the end 2023 and have a gap of less than 1% by 2025.
4. To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
 - Ensure that with any building work or modifications to the school site the accessibility for all pupils is assessed and planned for.
5. To ensure that all children and adults feel that all protected characteristics are not used to deplore, abuse or make anyone in our community feel persecuted because of difference. Making sure the low levels of racist, homophobic, gender based incidents continue to be treated with zero tolerance.
 - Less than 4% (2021-2022 3.1%) of any serious incidents are related to any form of discrimination in any one term. A target of 2.5% by 2024.

9. Monitoring arrangements

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

This document will be reviewed by FP+P at least every 4 years.

This document will be approved by FP+P.

10. Links with other policies

This document links to the following policies:

- Risk assessment
- SEN Policy
- Inclusion Policy