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# EQUALITY INFORMATION AND OBJECTIVES STATEMENT 2022/2024

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Hartlebury Church of England (Voluntary Controlled) Primary School



*Through love, we recognise everyone*

*as a **unique** child known to God.*

*We will walk with you on*

*your **journey** to reach your*

*full **potential**.*

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Ratified by Governing Body: May 2022

Next review date: May 2024

# **Hartlebury Church of England (Voluntary Controlled) Primary School**

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## **Hartlebury Church of England (Voluntary Controlled) Primary School**

### **EQUALITY INFORMATION AND OBJECTIVES STATEMENT**

#### **1. Aims**

Hartlebury C of E Primary School is an inclusive school environment that welcomes, protects and respects all members of our community equally. We aim to meet our 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 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 two years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the SLT.

The Equality Link Governor, **Ian James** will:

- Meet with the designated member of staff for equality annually 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 Executive 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.

The designated member of staff for equality, **Sophie Bartlett** will:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the Equality Link Governor annually or when an issue arises to raise and discuss any issues.
- Support the Executive Headteacher in 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 staff and Full Governing body meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information on the Equality Act as part of their induction, and all staff receive refresher information every September as part of the staff handbook.

The school has a designated member of staff for monitoring equality issues – Caroline Unitt (and Sophie Bartlett in her absence) and an Equality Link Governor. They regularly liaise regarding any issues and make 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 pupils who are being subjected to transphobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils from Gypsy, Roma, Traveller ethnicities to access distance learning materials prior to travelling).
- 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 activities).

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

- 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 racist bullying).
- Due to our small numbers, the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable.

## **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 through our Christian values, teaching in RE, personal, social, health and economic (PSHE - SCARF) 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, Worship and Playground Leader groups have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- 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

## **8. Equality objectives**

**Objective 1:** *To consider how well the school ensures equality of opportunities for all pupils particularly those with special educational needs and/or disabilities.*

**Why we have chosen this objective:** We support a higher than national average number of pupils with a range of complex needs, including co-occurring medical conditions, ASD, physical disabilities and multi-sensory impairments.

**Objective 2:** *To further develop student and staff wellbeing and positive mental health.*

**Why we have chosen this objective:** “Our mental health influences our physical health, as well as our capability to lead a healthy lifestyle and to manage and recover from physical health conditions.” (Bell. R 2017)

<https://www.gov.uk/government/publications/psychosocial-pathways-and-health-outcomes>)

**Objective 3:** *To ensure all children have good attendance at school and barriers are identified for any groups of children in maintaining good attendance.*

**Why we have chosen this objective:** Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind academically and socially. Children with poor attendance tend to achieve less in both primary and secondary school.

**Objective 4:** *To audit the curriculum to ensure full representation of our community (including the promotion of Human Rights and Equalities), highlight successful areas and opportunities for further development.*

**Why we have chosen this objective:** To better represent all members of our school community through the curriculum; to ensure that there are role models in subjects that all children can relate to.

**Objective 5:** *To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of the next academic year.*

**Why we have chosen this objective:** To ensure that staff and governors have a sound understanding of the legislation and guidance.

## **9. Monitoring arrangements**

The SLT will update the equality information we publish, at least every year.

This document will be reviewed by the SLT and the governing body at least every 2 years.

This document will be approved by the governing body.

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

This document links to the following policies:

- Accessibility plan
- Behaviour Policy
- Hartlebury CofE SEND Policy
- Hartlebury CofE SEND Information Report

<b>Approved by:</b>	FGB
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<b>Last reviewed on:</b>	May 22
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<b>Next review due by:</b>	May 24
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