



Kenningtons Primary Academy

Equality information and objectives

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Chair of Governors Signature: *Sarah Long*

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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.

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

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a termly basis to the headteacher

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.

The senior leadership team monitors equality issues, and 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 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 extra-curricular activities)

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.

- 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

8. Equality Objectives

Target	Action	How the impact of the action will be monitored	Responsible person(s)
1. Establish effective systems to communicate the school's equality duties.	Disseminate the School Equality Plan through the school website, newsletter, staff meetings.	Include questions relating to the School Equality Plan in the annual survey of parents. Discussion with pupils during School Council and Pupil Voice conferencing.	Headteacher/ Senior Leadership Team / Governing Body
2. To ensure that all pupils make progress including vulnerable groups and individuals.	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	School Assessment Leader / SENCO / Senior Leadership Team
3. That there are sufficient opportunities with the school's curriculum to address equality issues.	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement.	Subject Leaders
4. The school environment promotes diversity.	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability.	Monitor pupils' responses to the school environment in pupil surveys.	Headteacher

<p>5. All pupils are encouraged to make a positive contribution to the life of the school community.</p>	<p>Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities</p>	<p>Analysis of participation rates.</p>	<p>Headteacher</p>
<p>6. Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment.</p>	<p>Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities. Report incidents to the Governing Body and Local Authority.</p>	<p>Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</p>	<p>Headteacher / Governing Body</p>
<p>7. To help our children to understand others and value diversity.</p>	<p>Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff</p>	<p>Monitor responses to other pupils through pupil discussions</p>	<p>All Staff</p>

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 SLT at least every 4 years. This document will be approved by governing body.