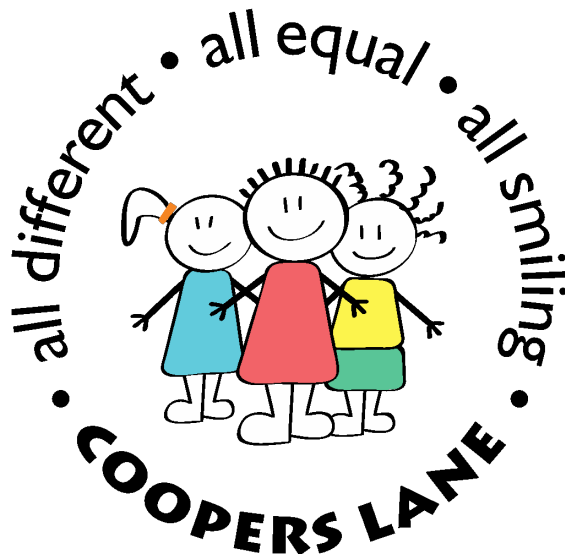


Coopers Lane Primary School



Equalities Information and Objectives

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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 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
- Meet with a member of staff from the equalities team 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 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 Equalities Team will:

- Support the headteacher 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 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 meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff are expected to read this policy as part of their induction, and all staff receive refresher training every year during an inset day (January).

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:

- Analyse 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)

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 (e.g. Stonewall)

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 review and re-frame the curriculum by:

1. Improving representation and diversity across the curriculum
2. Re-framing how certain subjects and topics are taught

Objective 2:

To strengthen the racial literacy for all school adults; providing them with the tools to challenge racist behaviour, through a programme of high quality CPD

Objective 3:

To ensure that all children reach their potential and that there are no barriers to learning because of any protected characteristic

Objective 1:	
To review and re-frame the curriculum by: <ul style="list-style-type: none"> ● Improving representation and diversity across the curriculum ● Re-framing how certain subjects and topics are taught ● Teaching explicitly about anti-racism and racism 	
Success Criteria/Outcomes	Monitoring

<ul style="list-style-type: none"> ● A Race Equity Policy is created and implemented ● Children have the age-appropriate knowledge, skills, awareness and confidence to talk about race and racism (racial literacy) ● All children feel confident to challenge racist behaviour ● The curriculum has been reviewed and re-framed 	<p>CLT action plans Curriculum documents Survey Curriculum audit</p>
<p>Actions</p>	
<ul style="list-style-type: none"> ● Audit the curriculum using The Key toolkit ● Survey community (pupils, staff, parents) ● Curriculum leaders and working party to review and reframe the curriculum; focusing on who/where we study, alongside how the content is taught ● Revised curriculum to be shared and implemented 	
<p>Evaluation</p>	

<p>Objective 2:</p>	
<p>To strengthen the racial literacy for all school adults; providing them with the tools to challenge racist behaviour, through a programme of high quality CPD</p>	
<p>Success Criteria/Outcomes</p>	<p>Monitoring</p>
<ul style="list-style-type: none"> ● A Race Equity Policy is created and implemented ● School adults have the knowledge, skills, awareness and confidence to talk about race and racism (racial literacy) ● All school adults feel confident to challenge racist behaviour 	<p>CPD plan Surveys Governor link visit notes</p>
<p>Actions</p>	
<ul style="list-style-type: none"> ● Anti-racism training (Laura Durrant) ● Programme of CPD for all staff, devised and delivered by PH and EW; supported through the book 'How to build your Anti-racist Classroom – Orlene Badu' ● Create anti-racism policy ● Survey staff 	
<p>Evaluation</p>	

Objective 3:	
To ensure that all children reach their potential and that there are no barriers to learning because of any protected characteristic	
Success Criteria/Outcomes	Monitoring
<ul style="list-style-type: none"> Data trends are identified and intervention strategies employed to ensure any gaps in progress between children and their peers are narrowed Teachers are highly skilled to adapt teaching in order to meet the needs of all children A SEND framework is in place to identify any barriers to learning children may have, so that effective intervention can be put in place 	<ul style="list-style-type: none"> Data Analysis SEND framework Learning walks Book/planning monitoring
Actions	
<ul style="list-style-type: none"> Pupil data is evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions to be put in place Data is analysed to identify any trends for different groups DHT to attend The Difference leadership course and implement learning in school SEND framework created and implemented A programme of CPD is delivered on adaptive teaching 	
Evaluation	

9. Monitoring arrangements

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

This document will be reviewed by the equalities team at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment – school trips
- CLS Curriculum

