

Date: Autumn term 2020  
Review: Summer Term 2024



# Aldbury C of E Primary School

## Equality Objectives 2020-2024

Aldbury CE Primary and Nursery school is committed to equality of opportunity for all pupils, staff, parents and carers in line with the Equality Act of October 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We recognise, and take very seriously, our public sector equality duty to have due regard to:

- **the need to eliminate discrimination**; harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it foster good relations between persons who share
- **foster good relations between different groups** between persons who share a relevant protected characteristic and persons who do not share it.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves their potential and beyond
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- Publish quantitative and qualitative information annually
- Set, every four years, one or more specific measurable equality objective/s that further the aims of equality

### **Protected Characteristics**

The Equality Act defines nine protected characteristics, of which the following are potentially applicable to the school community (students, staff and governors) are:

- Age (as an employer but not applicable to pupils)
- Disability
- Sex
- Gender Reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

### **School context**

Aldbury CE Primary and Nursery school is a small school with mixed-aged classes. Most pupils are from White British backgrounds. The proportion of pupils from ethnic groups, and those who speak English as an additional language is below the national average. The proportion of pupils with special educational needs and/or disabilities is lower than in most schools. The proportion of pupils eligible for free school meals is lower than average.

A brief description of our school Sept 2020:

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	100	Males 55 (55%) Females 45 (45%)
Number of staff	20	Males 3 (15%) Females 17 (85%)
Number of governors	9	Males 4 (44%) Females 5 (56%)
Religious character	Church of England	
Disabled staff	0	
Disabled pupils	0	
Pupils eligible for Free School Meals (FSM)	7 (7%)	Boys: 3 Girls: 4
Pupils with Special Educational Needs (SEN)	4 (4%)	Boys: 2 Girls: 2
BME Pupils	7 (7%)	Boys: 4 Girls: 3
BME staff	0	

Pupils with English as an Additional Language	3 (3%)	Boys: 2 Girls: 1
Attendance rate	95.42% (Sept '19-March '20)	
LAC and Post LAC children	4 (4%)	Boys: 2 Girls: 2

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **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

The equality link governor is Corinna Haenschel. They will:

- Meet with the designated member of staff for equality every year. and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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 designated member of staff (Becky Rothwell) for equality will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year 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 below.

Parents and carers will be consulted on the policy regularly and be kept informed through the school website.

**Using information:** Equality Impact Assessments, data and other information

Equality Impact Assessment (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

The following are some of the ways we undertake impact assessment:

Data gathering  
Statistical analysis  
Observations  
Surveys and questionnaires  
Interviews and focus groups  
Stakeholder consultation

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender. We conduct student voice activities and monitor playtime and lunchtime incidents

### **Equality Objectives**

#### **Equality Objectives for Aldbury Primary and Nursery School Action Plan 2020 – 2024**

<b>Equality Objective</b>	<b>Protected Characteristic</b>	<b>General Duty</b>	<b>Measurable success indicator</b>	<b>Outcomes (Reviewed termly)</b>
To ensure the school environment is as accessible as possible to pupils, staff and visitors	Disability, gender, religion or belief	Eliminate discrimination  Foster good relations	Linked to the Accessibility plan – outcomes demonstrate impact.  All stakeholders have access to a safe and purposeful environment.  All members of the school community (pupils, parents, carers, visitors) can access the site.	

<p>To promote cultural development and understanding through a rich range of experiences both in and beyond school.</p>	<p>Disability, gender, religion or belief, sexual orientation, gender identity</p>	<p>Advancing equality of opportunity</p>	<p>Pupils at Aldbury will have a wider experience of a divergent society seen through pupil voice and lesson walks.</p> <p>Lesson plans will show opportunities for pupils to acquire cultural capital they otherwise would not have developed (Key areas of learning addressed and vocabulary developed).</p> <p>Monitoring (learning walks, lesson observations, work sampling, assemblies etc.) indicates that the visual environment (including the libraries), resources available and teaching approaches celebrate and promotes positive attitudes to difference</p>	
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<p>Increase access to a suitable and relevant curriculum for vulnerable children.</p>	<p>Disability, race</p>	<p>Eliminate discrimination, advancing equality of opportunity</p>	<p>Lesson plans show how our curriculum is differentiated, diverse and inclusive.</p> <p>Learning walks show how vulnerable children are making progress in lessons and they are able to access the curriculum along with their peers.</p> <p>All vulnerable children make expected or better progress from their starting points.</p>	
<p>To fully establish an ethos of equality, and adopt strategies to achieve equality of opportunity for both sexes.</p>	<p>Gender</p>	<p>Eliminate discrimination, advancing equality of opportunity</p>	<p>Pupil voice shows a feeling of equality between boys and girls and a shared belief that they can be anything they want to be irrespective of gender.</p> <p>Feedback and observations after visits from the community to promote understanding of career opportunities for both men and women is positive and encourages self-belief and positive attitude towards the opposite sex.</p>	