

Kingsway Primary School

Equality information and objectives



Governor Committee Responsible:	Business Management	Staff Lead:	SENCo
Status	Statutory	Review Cycle	Annual year
Last Review	February 2021	Next Review Date	February 2022

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
- 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

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sarah Brooks

They 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 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 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 annually 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. Specific detail can be read in our Equality and Diversity Policy.

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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every 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
- Taking steps to meet the particular needs of people who have a particular characteristic (
- Encouraging people who have a particular characteristic to participate fully in any 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 bullying related to protected characteristics)
- 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:

- 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

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	Why we have chosen this.	Actions	Progress
To improve the attainment of boys in line with National Standards	Both internal school data and externally published data are showing a gap between boys' attainment compared with National	<ul style="list-style-type: none"> • Audit gross and fine motor opportunities in EYFS considering how well they are used by boys and the impact they have on pencil control. At least 80% of boys meet the ELG in writing and moving and handling at the end of EYFS. • Change of handwriting policy away from cursive. Handwriting policy taught consistently in all classes. Every child who is not forming letters correctly has support or intervention in place daily. • Moderation and assessment activities to focus on the differences between boys and girls in all year groups to inform teaching for the following term. • Ensure gaps in boys' writing are planned for. Boys' pupil voice evidences 100% satisfaction in the work provided • Review writing curriculum in all year groups to ensure that it is appropriately challenging and engaging for boys. Attainment for boys in all year groups: 75%+ EXS/ 10%+ GDS in all year groups 	
To improve the attainment of disadvantaged pupils across the school in line with National Standards	<p>Internal school data and externally published data show a significant gap between disadvantaged pupils' data and other.</p> <p>There is a correlation between the number of disadvantaged pupils and pupils with SEND needs.</p>	<p>Five broad areas from the Pupil Premium Strategy:</p> <ul style="list-style-type: none"> • Quality of teaching with a focus on disadvantaged and SEND pupils • Maximising the impact of support teams • Improving behaviour for learning • Continue to embed effective practice • <i>Personalised support for children of service families.</i> <p>(See PP Strategy for impact statements)</p>	
To improve Cultural Capital of disadvantaged pupils	Cultural capital audits carried out by the governing body suggests differences in experiences and vocabulary between disadvantaged and non-disadvantaged pupils.	<p>Review curriculum and extra-curricular experiences to ensure that over the years, all children have access to:</p> <ul style="list-style-type: none"> • Outdoor experiences • A wide range of live musical and 	

		<p>theatrical performances</p> <ul style="list-style-type: none"> • A wide range of trips and visitors • A wide range of high-quality literature <p>When planning events, staff will ensure that:</p> <p>They don't cross across any religious holidays.</p> <p>They are accessible to all SEND pupils.</p> <p>Has equivalent facilities for boys and girls</p>	
To improve the engagement of SEND pupils in all areas of school life.	Under-representation of pupils in clubs and school groups such as school council	<ul style="list-style-type: none"> • Audit the number of SEND pupils accessing clubs and school groups. • Teachers/SENDCo to work with parents to ensure that all SEND children are accessing school clubs. 100% of SEND children access a school club. • Teachers/SENDCo to work with pupils on building confidence to put themselves forwards for school council/eco-council. • Staff leading clubs and activities to ensure that their provision is appropriately adapted to ensure that it is accessible to all. • Eco-council and school council both contain at least one girl and one boy with SEND. 	
To ensure that the staff and governing body fully represent the ethnic diversity of the school community.	The vast majority of staff and governors are white middle class and not all ethnic minorities from the school community are represented.	<ul style="list-style-type: none"> • Analysis of recruitment data with regards to ethnic origin. • Ensure that all material used to publicise vacancies at the school including the school website demonstrates the ethnic diversity of the school. • %age of ethnic minorities on the staff and governors is similar to that of the school community. 	

9. Monitoring arrangements

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

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

This document will be approved by FGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy

List any other related policies that your school has here, if applicable.