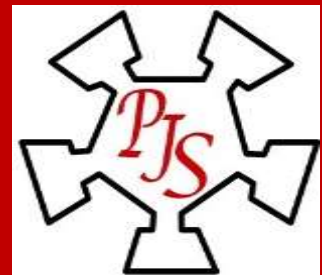


Priory Junior School

Equality Information and Objectives Policy

Policy Date: 29th April 2024

Review Date: April 2028



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as appreciation and thoughtfulness.

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 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
- 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

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.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- › 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 (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:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups
- › 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: for example, Bedford Multi-Faith trip
- 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. All pupils are encouraged to participate in the school's activities, such as sports clubs and residential trips. 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To increase the percentage of girls achieving the expected standard in reading, writing and maths to be at least 70%

Undertake an analysis of assessment data across all year groups, identify any groups where attainment and progress is not as strong as other groups and identify actions to address this.

Why we have chosen this objective: Current assessment data shows that there is a discrepancy in attainment and progress between genders, and also for pupil who are disadvantaged. Therefore, a clear focus on this is needed to eliminate gaps in progress for all groups of learners.

To achieve this objective we plan to: Carry out a thorough analysis each term / year and report to governors. Address actions needed through the school development plan and pupil premium plan.

Progress we are making towards this objective:

Objective 4

Improve the progress made by SEND pupils in reading, writing and maths

Why we have chosen this objective: to ensure that SEND pupils' progress is improved.

To achieve this objective we plan to: provide training sessions for staff regarding adapting learning within lessons, rigorously track SEND pupils learning progress through a variety of assessments and plan tailored interventions for them.

Progress we are making towards this objective:

Objective 2

Improving the attendance of disadvantaged and SEN pupils so that it is in line with other pupils in the school, including for wider activities in school life.

Why we have chosen this objective: There is currently a gap between the attendance these groups of pupils and so, this has been chosen as a focus for improvement.

To achieve this objective we plan to: Monitor attendance closely, promote good attendance via newsletters and be swift in taking actions to tackle any concerns, working closely with the LA. Target children for clubs and provide support to enable them to attend, where appropriate. Ensure that barriers to attending residential trips are tackled and strategies found for all children to be part of these.

Progress we are making towards this objective:

Objective 3

Continue to improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity eg. Increasing understanding of different faith communities

Why we have chosen this objective: we are conscious that our school is predominantly white-british and as such, we recognise the need to broaden understanding and appreciation of diversity for our pupils.

To achieve this objective we plan to: ensure our pupils have first-hand experiences of different faiths through visitors to the school and trips, engage in Black History Month and National Holocaust Day as key foci points during the school year.

Progress we are making towards this objective:

9. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by Curriculum and Standards committee at least every 4 years.

This document will be approved by Curriculum and Standards committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour policy
- Responding to Prejudice-Related Incidents Policy
- Anti-Bullying Policy
- Recruitment and Selection Policy
- SEND Policy

Approved by:

Curriculum and
Standards Committee

Date: 29th April 2024

Last reviewed on:

Next review due by: April 2028