



Equality Information and Objectives

Policy Details

Policy Level	School
Document Approver	Executive Team
Document Status	Final
Applicable to	All Trust Employees
Review Frequency	Every 3 Years

Revision History

Revision	Date	Details	Approved by
0	22 May 2024	First Issue	



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1. Introduction

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. Scope of Policy

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. Responsibilities

The Trust recognises it has a statutory obligation to adopt formal policies and establish workplace procedures for Equality Information. The Trust recognises that Equality information procedures promote good employment relations and is committed to dealing with matters in a fair and consistent way.

The Trust 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 to the Headteacher

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
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- The designated member of staff responsible for year 2024-2025, Assistant 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, Trustees, LAB members are regularly reminded of their responsibilities under the Equality Act, for example during meetings. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.
- 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 LGBTQ 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 clubs/visits etc)



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 homophobic or transphobic bullying)
- 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. Assemblies are carefully planned to ensure they are a broad mix of different cultures, religions and significant people from a range of diverse backgrounds.
- 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/pupil parliament 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/events e.g. Ramadan, which would make attendance for a particular group of pupils, more difficult.
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Has appropriate facilities for disabled pupils
- Has appropriate facilities for religious acts e.g. praying/worshipping

8. Equality Objectives

Below are equality objectives specific to RFPS based on data, trends, and parental opinions. They will be reviewed and updated yearly.

Objective 1:

Undertake an analysis of recruitment data and trends with regard to race, gender, sexuality and disability, and report on this to the Trust Board and increase representation of certain characteristic groups.

Why we have chosen this objective:

To ensure that we have a balanced and proportionately represented workforce which serves a diverse community.

To achieve this objective, we plan to:

- Analyse recruitment trends and positively discriminate when recruiting new members of staff if we had lower staff members (proportionate to the community we serve) in a characteristic group e.g. Gender or race.
- Work with Head of Operations for the Trust to ensure we are advertising and recruiting in the right areas to ensure maximum interest
- Advertise as early as possible to ensure we reach the biggest pool of people
- Work with schools across the trust to fill vacancies with under –represented groups

Objective 2:

Disadvantaged pupils (those who receive the PP grant and those who have or had in the last 7 years, a social worker) to narrow the gap in attainment in Reading, Writing and Math's in year 6 between them and non-disadvantaged pupils.

Why we have chosen this objective:

Statistically the gap in attainment between disadvantaged pupils and non-disadvantaged pupils is wide and not narrowing, COVID affected any progress made with this nationally. Our disadvantage gap is very large in some year groups and not in others. As a school, we need to improve our focus on disadvantaged pupils' academic progress



To achieve this objective, we plan to:

- Sign up for the Ready for RADY scheme, ensuring that all sessions are attended, project is fully engaged with by a senior leader and they are given the time to engage with it fully.
- The project and its aims are disseminated to senior leaders first and then staff wide
- Entry and exit data for the project are analysed
- Appropriate and timely training is given to the whole staff team regarding disadvantaged pupils, ensuring they know who they are, know their individual barriers, know what they need to progress and are trained in how to uplift data for this group of pupils.
- Ensure this objective and project ties in to the Pupil Premium Strategy and funding is linked with this.

Objective 3:

Narrow the gap between boys and girls writing outcomes.

Why we have chosen this objective:

Significant statistical gap between boys and girls writing outcomes in most year groups. We need to ensure that the gap narrows between boys and girls in writing.

To achieve this objective, we plan to:

- Analyse the writing assessment data carefully, with subject leaders analysing areas in which boys are not achieving well enough in through thorough analysis of assessments/work e.g. QLA.
- Create an action plan outlining what we will need to change in terms of teaching and learning.
- Ensure that the teachers have the subject knowledge and skills in order to bring about highly effective practice in this area and if they haven't, invest in high quality CPD.
- Ensure that boys and in particular, disadvantaged boys are part of the spotlight groups.
- Ensure Power of Reading Texts are interesting and engaging for boys and have male lead characters which boys can associate themselves with.
- Ensure the library and class libraries have a mixture of boy friendly texts – chosen by boys or known to be 'boy friendly'.



Objective 4:

Ensure parents with English as an additional language are fully supported by school in order to support their child with their academic and social aspects of school and learning.

Why we have chosen this objective:

With 32% of our pupils speaking English as an additional, which is increasing yearly, we have a large amount of parents/carers whose understanding of English is weak, therefore, as a school we need to put lots of measures in place to ensure that all parents are supported in being involved in their child's education.

To achieve this objective, we plan to:

- Ensure our Family and Child support worker has the time and skills to be able to remove barriers for parents e.g. translators, support with form filling, meetings in person, emails which can be translated and is supported by our AHT for Inclusion.
- Ensure our environment celebrates our diversity as a school
- Use EMTAS service from the LA to support parents and children new to English.
- Utilise different language speaking colleagues from local schools and across the Trust to support with important conversations in parents/carers home language.
- Send as many documents out electronically as possible to ensure it is easy for parents to translate e.g. google translate
- Ensure that if parents who have EAL miss parents' evenings/meetings, that it is followed up by the class teacher to ensure that it is not a language barrier preventing them from attending.