



Kings Meadow School

Believe and Achieve



Equality information and objectives

Created: February 2019

Next review: February 2020

Date: _____ (Chair of Governors)

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 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, 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 Head teacher.

The Head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, but also through our understanding of the difficulties our pupils experience in their daily lives, we strive to advance equality of opportunity in the following ways: -

- Removing barriers to learning so that all pupils can access the educational opportunities they are entitled to.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. providing resources to enable pupils with disabilities to access learning and have the same opportunities as other pupils).
- 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:

- Publish attainment data each academic year showing how pupils with different identified needs 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
- 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, 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 which deal with relevant issues and celebrate diversity. Pupils will be encouraged to take part in such assemblies and we will also invite external speakers to contribute when appropriate.
- 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 crew 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 competitions. We also work with parents to promote knowledge and understanding of different cultures by inviting them to our special assemblies and open sessions.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach for example we have a Speech and Language Therapist who is helping us shape our whole school practise in order to ensure accessibility for pupils with communication difficulties.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

Through staff discussions, 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:

- Is accessible to pupils with specific identified needs and learning disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: To further develop our Continuous Curriculum to ensure pupils have opportunities to learn about diversity and tolerating differences.

Why we have chosen this objective:

Due to the needs of our pupils, they can often find it challenging to encounter people who are different to themselves.

To achieve this objective we plan to:

Deliver assemblies, Circle Time and core curriculum planning that helps the pupils explore ways in which people can be different and how to respect, tolerate and celebrate these differences.

How progress towards this objective will be evidenced:

Progress in this area will be evidenced through Boxall trends in resilience, pupil's improved attitudes towards each other and visitors and learning outcomes found in Learning Journeys.

Objective 2: To further develop personalized learning to ensure all pupils are enabled to access their education entitlement.

Why we have chosen this objective:

Our cohort of pupils is becoming increasingly diverse in terms of their individual needs and so personalizing learning to an even greater extent than before is crucial.

To achieve this objective we plan to:

Raise the profile of Spoken Language and embed whole school approaches to ensure progress for pupils with language difficulties.

Increase staff understanding of how to effectively support pupils with attachment difficulties.

Through teacher meetings further develop teachers' understanding of how to ensure learning meets individual needs.

How progress towards this objective will be evidenced:

Progress in this area will be evidenced through monitoring activities and data analysis.

9. Monitoring arrangements

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

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

This document will be approved by Head teacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Teaching and Learning Policy