

# Equality Objectives 2021/2022



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## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations .....	4
7. Equality objectives .....	4

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## 1. Aims

Spring Vale Primary 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, 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 Mr Nick Smith. He will:

- Meet with the designated member of staff for equality every term (FGB meetings) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're 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

Mr Tom Kelly is the Designated member of staff for Equality.

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 every term (FGB meetings) to raise and discuss any issues (delete if not applicable)
- 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 and prospectus 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.

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 (e.g. encouraging all pupils to be involved in the full range of school clubs)

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

## 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
- 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 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 and British Values.

## 7. Equality objectives

Our Equality Objectives form part of our School Improvement Plan 2021/22:

*Objective 1: A robust program of extended school clubs to be set up, enabling all children to have access to a wide range of extra-curricular activities both at lunch time and after school*

Outcomes: as many children as possible (including those with SEN or disadvantaged) are attending either a lunchtime or an afterschool club.

Impact: Height and weight checks improve for the school. Disadvantaged children are accessing clubs that they may not be able to outside of school – this raises self-esteem and improves children's physical and mental health. There are less behavior incidents at lunchtime as children are encouraged to take part in positive play.

*Objective 2: BAMS worker to have a dedicated space 'wellness room' to work with children experiencing emotional and mental difficulties.*

Outcomes: BAMS worker to set up in a new work space to enable her to work 1:1 with children, uninterrupted.

Impact: children who are having emotional or mental difficulties have a safe place to go and secure routine to work with BAMS worker each week. Less behaviour cards / incidents for these children

*Objective 3: Review the barriers to learning (specific needs of the children) section of the Disadvantaged children file in conjunction with all teaching staff*

Outcomes: A register of barriers to learning for Disadvantaged children has been completed and these can start to inform the action plan for PP spending for the year.

Impact: All staff understand the barriers to learning (if any) for individual disadvantaged children –Progress data for disadvantaged children in above national expectations

*Objective 4: Increase the opportunities for children to represent the school at sports fixtures and review the numbers of boys v girls/PP v xPP/year groups who are taking part and target individual children*

Outcomes: More children than ever across a range of sports and age groups have represented the school in competitions

Impact: through competition and links to sports clubs more children from vulnerable groups are taking part in extra-curricular activities

Reviewed by: T Kelly

September 2021

Monitored by link Governor: Mr N Smith (Governor for Equality)

September 2021