

Equality Information and Objectives



Love, Learn and Grow Together

At Foston CE and Terrington CE (VA) Schools, our commitment is to exploring sustainability, affirming diversity, embracing community, and inspiring creativity. Our core Fruit of the Spirit values of love, joy, patience, and self-control are rooted in the words of St Paul (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff, building an ethos where all can flourish.

At Stillington Community Primary School our commitment to exploring sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

At Langton Primary School the Behaviour Policy is informed by the school values of excellence, creativity, respect, collaboration, nurture and resilience.

Agreed by the Governing Board: February 2025

Next Review: February 2026

Full Review due: February 2027

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1. Aims

Our schools aim 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

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: Mrs Claire Rushworth

They will:

- Meet with the designated member of staff for equality every term 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 among staff and pupils
- Monitor success in achieving the objectives and report back to Governors

The designated member of staff for equality is Miss Katie Stringer – (SENCO)

They will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor termly to raise and discuss any issues
- Identify 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.

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.

Staff receive training on the Equality Act every 3 years and read this policy during induction.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay 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. 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 characteristics are performing in line with DfE guidance on size of cohorts and suppressed data
 - Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information in line with DfE guidance on size of cohorts and suppressed data

- 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 protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

FST Primary Schools Federation in collaboration with Langton Primary 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 / collective worships dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where 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 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
- 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 Federation and collaboration ensures it has due regard to equality considerations whenever significant decisions are made.

The Federation and collaboration 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 improve attendance for SEND, vulnerable and Pupil premium children.

Why we have chosen this objective:

- Analysis of attendance data
- Impact of covid on school attendance
- Recent DFE guidance on working together to improve school attendance

To achieve this objective we plan to:

- Implement a new attendance policy in line with latest DFE guidance
- Develop a whole school provision map for attendance in order to have a bank of strategies to support families
- Appoint and develop skills of an attendance officer to work with children and families
- Involve all stakeholders in developing our attendance strategies and improving attendance for identified groups

Progress we are making towards this objective:

Objective 2

To ensure children with special educational needs or children who are vulnerable make at least expected progress towards their targets in reading, writing and maths.

Why we have chosen this objective:

- Some children with special needs or children in receipt of pupil premium are not making expected levels of progress in reading writing and maths.
- There is a need for staff training to improve their knowledge of supporting children with a variety of special educational needs.
- The impact of covid on children's mental health and wellbeing.
- There are some prior gaps in children learning that are not being addressed.

To achieve this objective, we plan to:

- Creating a curriculum that is well balanced, sequenced and progressive to support all learners. Knowledge and learning is precise.
- Ensure staff training for all employees to develop their confidence and strategies with dealing with special educational needs.
- A new teacher assessment system is adopted to identify gaps in children's learning.
- Evidence based interventions are in place that have impact and close attainment and progress gaps.
- Staff develop a bank of strategies for adaptive teaching in the classroom to support all learners.
- Teaching assistants are highly skilled at delivering interventions through CPD.

Progress we are making towards this objective:

9. Monitoring arrangements

The Equalities Link Governor and staff-lead will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed and approved by the Full Governing Board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessments
- Attendance Policy
- SEND Policy and SEND Information Report
- Child Protection Policy