

# Equality information and objectives

Newfield Primary School



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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

## 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 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

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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. 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 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 (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

- 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 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. Pupil Information

### Number of pupils on roll at the school: 253 (July 2023)

Information on pupils by protected characteristics The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

#### Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities, hearing and visual impairment, physical disabilities, long-term medical conditions.

There are pupils at our school with different types of disabilities and these include:

- Autistic spectrum disorders
- Attention deficit hyperactivity disorder
- Dyslexia
- Developmental Language Disorder
- Asthma
- Cystic Fibrosis
- XXYY syndrome
- Osteogenesis imperfecta Type 6
- Visual impairment
- Epilepsy
- Other

#### Pupil Special educational needs and disabilities (SEND) Provision

	Number of pupils	Percentage (%) of school population
Education Health Care Plan	15	5.9%
SEN Support	71	28%

#### Gender

Female	133
Male	120

**Ethnicity and race**

<b>Count of Ethnicity</b>	<b>Gender</b>		
<b><i>Ethnicity</i></b>	<b><i>Female</i></b>	<b><i>Male</i></b>	<b><i>Grand Total</i></b>
Afghan	1	1	2
Any other Black background	8	3	11
Any other mixed background	6	3	9
Bangladeshi	1	0	1
Black - Ghanaian	0	1	1
Black - Nigerian	2	1	3
Black - Somali	33	21	54
Black Caribbean	5	12	17
Indian	0	2	2
Italian	1	0	1
Other Asian	21	23	44
Other Black African	6	4	10
Other ethnic group	2	1	3
Pakistani	2	0	2
Sri Lankan Tamil	2	0	2
White - British	3	2	5
White + any other Asian Backgrnd	0	1	1
White and Black Caribbean	2	5	7
White Eastern European	9	5	14
White Other	26	32	58
White Western European	3	3	6
<b>Grand Total</b>	<b>133</b>	<b>120</b>	<b>253</b>

### Religion

	<b>Total</b>	<b>Percentage of school population</b>
<b>Buddhist</b>	0	0%
<b>Christian</b>	63	25%
<b>Muslim</b>	156	62%
<b>Jehovah's Witness</b>	9	4%
<b>Judaism</b>	0	0%
<b>Hindu</b>	4	2%
<b>Sikh</b>	0	0%
<b>Other Religion</b>	5	2%
<b>No Religion</b>	16	6%

### Pupil with English as an additional language (EAL)

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
<b>Number of pupils who speak English as an additional language</b>	91	110	201	79%

### Pupils from low-income backgrounds

<b>Year Group</b>	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Percentage of pupil premium children per year group</b>	42.4%	63.3%	55.6%	56.7%	46.9%	54.2%	50%
<b>Total Percentage</b>	51.8% (131 pupils)						

## 9. Equality objectives

**Objective 1** - Promote a greater understanding of all protected characteristics listed in the Equality Act amongst the whole school community, including Neurodiversity by:

- Following the school's PSHE programme - Jigsaw (Nb. Jigsaw does not have lessons that single out just one particular group in a lesson such as race, sexuality, disability or gender but these aspects are reflected in the lessons in an age-appropriate way. In Key Stage 2 pupils are taught the importance of the Equality Act and Protected Characteristics.)
- Whole school events and days planned in the academic overview that promote Equality.
- Providing pupils with a range of literature representing authors and content that promotes equality and diversity.
- Developing pupils understanding of the language which should be used when describing protected characteristics.
- Continuing as an Anti-Racist school.
- Ensuring that there are clear policies on challenging all forms of bullying and harassment which are shared and understood by all stakeholders.

**Objective 2** - Improve attendance of identified groups to ensure the school meets the government target of 95% by:

- Monitoring individual pupil /school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Working with the Education Welfare Officer to tackle persistent absence, address term time leave and report Children Missing in Education.
- Issuing fixed-penalty notices, where necessary.
- Arranging calls and meetings with parents to discuss attendance issues.
- Sending letters to parents regarding attendance matters.

**Objective 3** - Improve the academic progress and attainment of identified pupil groups to ensure that they make good progress from their starting points, and where possible attain in line with their peers by:

- Holding regular pupil progress meetings to discuss pupils progress and attainment with class teachers.
- Setting ambitious targets for all pupils so that they achieve their very best.
- Closely monitoring the progress and achievement of key pupil groups e.g. PP, SEND etc...
- Providing quality interventions for key pupils which are evaluated regularly.
- Ensuring that the school CPD overview supports teachers to strengthen their practice further in relation to how to improve the progress and attainment of pupils in all subjects.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.

**Objective 4** - Broaden and challenge pupils' understanding of gender stereotypes by:

- Following the school's PSHE programme Jigsaw (Nb. Jigsaw does not have lessons that single out just one particular group in a lesson such as race, sexuality, disability or gender but these aspects are reflected in the lessons in an age-appropriate way. In Key Stage 2 pupils are taught the importance of the Equality Act and Protected Characteristics.)
- Ensuring that there are clear policies on challenging all forms of bullying and harassment which are shared and understood by all stakeholders.

- Whole school events and days planned in the academic overview that promote Equality.
- Promoting opportunities and activities for all genders to succeed and excel equally.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, described in sections 4 to 8 above, at least every year.

This document will be reviewed 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 assessment
- › Attendance Policy
- › Assessment Policy
- › RSE Policy