

**COPPICE VALLEY PRIMARY SCHOOL**

**EQUALITY INFORMATION & OBJECTIVES 2022/23**

**Document History**

Reviewed/revised by Head teacher	September 2022
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### 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](#).

This document also complies with our funding agreement and articles of association.

### 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 Head teacher

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 (Mrs. D Taylor) 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 organise 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.

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

The school has a designated member of staff for monitoring equality issues.

## **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 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 clubs)

In fulfilling this aspect of the duty, the school will:

- 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
- 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

## 8. Equality objectives

### ***Objective 1: Eliminating Discrimination***

#### ***To develop pupils' understanding of Equality & Diversity through the curriculum.***

Why we have chosen this objective: The school curriculum provides an excellent opportunity for teaching pupils about the protected characteristics. For example, in our predominantly White British context, it is very important that we teach children about a range of cultures to promote respect.

To achieve this objective, we plan to: use our EDI pupil group to audit the curriculum, with the help of EDI external experts. This will mean pupil voice is included in the curriculum. Pupils, with adult support, will consider the texts we use and topics covered for unconscious bias and power narratives.

Progress we are making towards this objective: An external expert in EDI has worked with the EDI pupil group to begin the process of examining the curriculum

### ***Objective 2: Advancing Equality of Opportunity***

#### ***To develop the school's recruitment strategy to attract more diverse candidates***

Why we have chosen this objective: Applications to work at the school are not attracting a diverse range of candidates. We want to be sure our adverts are not unconsciously biased or putting off candidates with protected characteristics and diverse backgrounds.

To achieve this objective, we plan to: work with external EDI experts to unpick the school's recruitment process with Senior Leaders, making adaptations as necessary.

Progress we are making towards this objective: Senior leaders have had training with an EDI expert about the adverts we put together. We need to do more to explain our EDI values in our job adverts as we are not showcasing our commitment enough, at present.

### ***Objective 3: Fostering Good Relations***

#### ***To foster good relationships between those who share a protected characteristic and those who don't***

Why we have chosen this objective: we want our pupils to show understanding and respect for people who may have different characteristics or needs to them. The school context is not very diverse so it is important that we provide opportunities to forge relationships in the wider community.

Progress we are making towards this objective: The Coppice Gold Award has been launched in Sept 22 which includes a community service. This will provide opportunities to work with different groups include Horticap, a local group for adults with disabilities.

## **9. Monitoring arrangements**

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

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

This document has been approved by the local governing body

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan