

Equality Information and Objectives

St Andrew's CE Primary School



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1. Aims

St Andrew's CE 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](#).

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

3. Roles and responsibilities

St Andrew's CE Primary School governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

St Andrew's CE Primary School's 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
- 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 10.

4. Eliminating discrimination

St Andrew's CE Primary 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. All staff are provided with an 'Equality Handbook' as part of

their induction and again annually thereafter.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, St Andrew's CE Primary 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 societies)

In fulfilling this aspect of the duty, our 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
- 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

St Andrew's CE 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
- Having lessons and 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 our 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 our 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

St Andrew's CE Primary School ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our 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. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past
- Privately fostered

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 250

Age range of pupils: 4 - 11

Gender: 50% male + 50% female

Race: split by kind/% (White-British 94.4% / White and Black Caribbean 0.8% / White and Asian 0.4% / Any other Asian Background 0.4% / Any other Ethnic Group 0.4% / Any other mixed background 1.2% / Any other white background 0.8% / Black African 0.4% / Black Caribbean 0.8% / Traveller Heritage 0.4%

EAL: 2.42%

Religion/Belief: Unknown 100%

Disability: 0.4%

Special Educational Needs: 10%

Pupil Premium: 21.26%

Young carers: 0%

Looked after children: 0.8%

Children of members of the armed forces: 0%

School Attendance: 96.2%

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school have not been made aware as to whether any of the pupils on roll identify as Lesbian, Gay, Bi-sexual or Transgender (LGBT+).

As St Andrew's CE Primary School has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

9. Equality Objectives

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of Equality, Diversity and Inclusion.

Why we have chosen this objective: From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective we plan to: Develop, and thoroughly embed, a bespoke PSHE curriculum informed by the SCARF resources. These sequence of lessons will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion as a planned and logically sequenced curriculum. The development of our SCARF PSHE reading spine will support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding.

Outcome: To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Progress we are making towards this objective: We have sourced and implemented the new SCARF PSHE curriculum and are in the process of seeking advice on appropriate books to form the SCARF PSHE Reading Spine

Equality Objective 2 – Linked to Equality, Diversity and Mental Health

OBJECTIVE: To increase understanding of diversity and mental health through partnership with The Tackling The Blues Foundation

Why we have chosen this objective: Through our day to day monitoring of behaviour, we became aware of the need to provide bespoke support for our pupils in developing their own mental health and awareness of difference. This alongside knowledge of a number of local, national and international messages pertaining to mental health have led us to prioritise this area for our pupils.

To achieve this objective we plan to: Work in partnership with The Tackling the Blues Foundation over the course of 12-18 months. This involves The Tackling the Blues Foundation working with us to introduce, implement and support the sustainability of diversity and mental health promotion in order to create a positive and safer legacy with our school community.

Outcome: Our children and staff will gain a broader understanding of the impact mental health has on the individual and communities.

Progress we are making towards this objective: We have booked in weekly sessions and workshops with the Tackling The Blues Foundation for all of our children in Key Stage 2. SLT have held several initial meetings. In addition, School Mental Health Leader has provided training for a group of pupils in Year 6 to become Mental Health and Well-being Champions within our school.

Equality Objective 3: Linked to Pupil Attendance/Disadvantage

OBJECTIVE: To explore and understand the reasons for the disproportionately higher level of persistent absenteeism for those in receipt of PPG compared to those not in receipt of this additional funding.

Why we have chosen this objective: Our school's attendance figures show that 9.1% of the school community has attendance below 90%. This is classed as 'persistent absenteeism'. Out of this 9.1%, 58% are children who are in receipt of the Pupil Premium Grant and are therefore considered to be disadvantaged.

To achieve this objective we plan to: Identify best practice from other LDST schools and local schools with similar issues. Our Attendance Officer, alongside the wider SLT, will work closely with families of those both at persistent absentee level and at risk of becoming a persistent absentee in the future. We will embed a clear reward system for attendance at all levels.

Outcome: To reduce the number of persistent absenteeism across all pupils but with particular focus on those who are disadvantaged. This will ensure that all children make the necessary progress and that the importance of regular school attendance is reaffirmed with families.

Progress we are making towards this objective: SLA with Sefton Educational Welfare has been acquired and school has been allocated an EWO who is working closely on a termly basis with our headteacher and Attendance Officer. Meetings with those 'are' or could be 'at risk' of falling below 90% are routinely occurring to offer support wherever possible. Attendance Competitions are being actively promoted. Case Studies to explore wider attendance issues are taking place with further support being offered where necessary.

Equality Objective 4: Linked to Pupil Attainment/Disadvantage

OBJECTIVE: To mitigate the impact of school closures on disadvantaged pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged and our data is currently supporting this statistic.

To achieve this objective we plan to: Effectively utilise funding streams such as Pupil Premium Grant and Catch Up/Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils.

Outcome: The gap between the attainment of disadvantaged and all pupils closes.

Progress we are making towards this objective: All strategy statements have been quality assured by our Trust. Monitoring occurs regularly. Updates made to assessment and recording systems to ensure data is thoroughly analysed and clear actions identified.

Equality Objective 5: Linked to Pupil Attainment/Gender

OBJECTIVE: To explore and understand the barriers to success in English that boys face across KS2

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several KS2 cohorts between boys' and girls' reading and writing results.

To achieve this objective, we plan to: Explore best practice at other LDST schools, locally, and nationally who may have encountered similar challenges. Evaluate current practices and initiatives. Conduct action research projects centred around boys' engagement with reading and writing.

Outcome: Use the information gathered to develop new approaches, strategies and initiatives aimed at developing English skills with a particular focus on boys' development.

Progress we are making towards this objective: After a thorough evaluation of provision, a new writing initiative is being embedded called 'Read-to-Write'. LDST English Network is regularly attended so as to share and learn from successful practice. School practice has been externally evaluated by our Education Officer in 2022.

10. Monitoring arrangements

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

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

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

Accessibility plan

LDST Equality and Inclusion Policy

SEND Policy/Plan

Pupil Premium Strategy Statement

Catch Up Strategy Statement

PHSE Policy

RHSE Policy

Positive Relationships and Behaviour Policy

LDST Exclusions and Suspensions Policy

All Employment Policies

School Improvement Plan