



The John Moore Primary School
&
Little Foxes Playgroup

Equality Information and Objectives
(Public Sector Equality Duty)

Statutory Policy

Version:	1.3		
Review Cycle:	Annually		
Approval Level:	Governing Body, Individual Governor or Head Teacher		
Revision History:	Created October 2020 (1.0) Reviewed October 2021 (1.1) Reviewed October 2022 (1.2) Reviewed September 2023 (1.3)		
Approved By:	Individual Governor/Headteacher	Date:	September 2023

Table of Contents

1	Introduction	3
2	Legislation and guidance.....	3
3	Roles and responsibilities.....	3
4	Eliminating discrimination	3
5	Advancing equality of opportunity	4
6	Fostering good relations	4
7	Equality considerations in decision-making.....	5
8	Equality objectives	5
8.1	Objective 1	5
8.2	Objective 2	5

1 Introduction

The John Moore Primary School and Little Foxes Playgroup will ensure it meets 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 body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school and playgroup, 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 to the headteacher

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

All setting staff are expected to have regard to this document and to work to achieve the objectives

4 Eliminating discrimination

The school and playgroup 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 2 years.

5 Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school and playgroup 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

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (where this can be published without identifying pupils)
- 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 and playgroup 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.

7 Equality considerations in decision-making

The John Moore Primary School and Little Foxes Playgroup ensures it has due regard to equality considerations whenever significant decisions are made.

The school and playgroup will always consider 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:

- Has an impact on any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Equality impact assessments should be made by staff when undertaking activities and developing policies and procedures that may have an effect on a group with protected characteristics.

8 Equality objectives

8.1 Objective 1

To ensure out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging school visits and school-based activities.
- Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Why have we chosen this objective? The school has a number of pupils with Special Educational Needs and Disabilities.

How will this be measured and evaluated? Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. The Inclusion Manager and Senior Leaders will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

8.2 Objective 2

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality with due regard to race, gender, disability, religion and ethnicity in our school/playgroup curriculum.
- Promoting equality with due regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our core values of fellowship, courage and creativity.
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

Why have we chosen this objective? Due in main part to the geographical location of the school and playgroup, there is limited diversity of ethnicity, and religious views within the school

How will this be measured and evaluated? Leaders will monitor coverage of equalities through curriculum monitoring and assembly monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Reporting on equalities information through reports to full governing bodies and teaching and learning curriculum. Behaviour records will be monitored and where there are concerns, these will be addressed with follow up support to individual pupils.