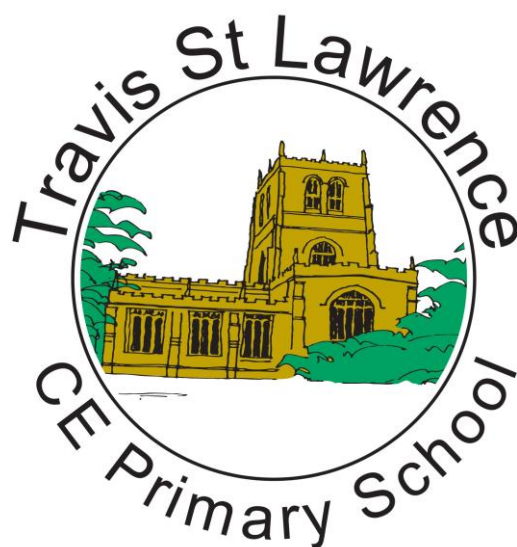


# Equality policy



## Travis St Lawrence CE Primary School

<b>Approved by:</b>	Philippa Cousins	<b>Date:</b> September 2024
<b>Last reviewed on:</b>	September 2024	
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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](#).

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

### 3. Roles and responsibilities

The Local School 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
- 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 local school board regarding any issues they come across during their Link Local School Board work.

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 Local School Board
- Support senior leaders in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the Chair of Local School Board regularly to raise and discuss any issues

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.

We ensure all of our staff, families and children have an understanding of the protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

Staff and Local School Board 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.

In order to eliminate discrimination it is important that we have a full understanding of our cohorts. The following groups have been identified as key recipients in terms of the provision of this statement:

- *Are being looked after or on the edge of Care*
- *Have Special Educational Needs / Learning Difficulties and Disabilities*
- *Are excluded or at risk of exclusion from school*
- *Are from an ethnic group, including those from Gypsy, Roma, Traveller background*
- *Have English as an additional language*
- *Are missing in education*
- *Have ill health, including hospitalisation, affecting attendance at school*
- *Have drug or alcohol abuse*
- *Are school age / teenage parents*
- *Are young carers*
- *Are offending or at risk of offending*
- *Have mental health issues*
- *Are in receipt of free school meals or pupil premium • Live in areas of deprivation*
- *Gifted and talented*
- *Are gender questioning or going through transition*
- *Are Lesbian, Gay or Bisexual*

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training. Policies are shared with all staff.

The school has carefully designed its curriculum in order to eliminate discrimination. The school believes that when children and families understand diversity discrimination of any kind can be more easily tackled. We have shaped our long term plans in all areas to provide children with a knowledge of our diverse world.

The school places great emphasis on personal development and has put in place a very rigorous PSHE and RSHE curriculum, in consultation with parents and carers.

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 Local School Board 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
- 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 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, 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 and in History pupils learn about diversity and challenging content linked to the Windrush Generation, the Suffragette Movement and Slavery
- 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 and Social Action Crew 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

## **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

When purchasing resources they are always evaluated in terms of the impact on the curriculum and whether they promote and celebrate diversity. For example the Jigsaw Programme was selected for its very positive images of a diverse range of people and families.

## 8. Equality objectives

Each objective shown below is planned in detail within the Equality Action Plan

### Objective 1

Ensure all policies support the school in meeting the aims outlined above: *Providing an environment where discrimination of any form is addressed and eliminated.*

### Objective 2

To raise levels of attainment for all pupils, with a focus on narrowing the gap for vulnerable learners.

### Objective 3

Promote understanding and respect for differences through the further development of our curriculum.

### Objective 4

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

### Objective 5

To advance equality of opportunity through role models, high quality curriculum, quality CPD for staff and fair and open recruitment.

## 9. Monitoring arrangements

The Headteacher, in collaboration with the Local Governing Body will update the equality information we publish, at least every year.

This document will be reviewed by the Local Governing Body every four years.

This document will be approved by the Local Governing Body.

Its effectiveness will be reviewed continually through school self evaluation and Link Governor work in school.

## 10. Links with other policies

- Accessibility plan
- Risk assessment
- Behaviour and attendance policies
- Equal Opportunities Policy
- RSHE Policy
- Exclusions Policy
- Curriculum Plans