



SNAPE PRIMARY SCHOOL
EQUALITY INFORMATION AND OBJECTIVES

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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.](#)

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 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 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

Snape 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 governor's 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 during the Autumn Term of each school year. Throughout the year regular discussions and updates take place during staff meetings too.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Snape 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
- 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:

- Analyse the school 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

NB due to the size of cohort data isn't published on the DfE website as pupil numbers are 10 or under.

6. Fostering good relations

Snape 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
- Our school adheres to is silver RIGHTS RESPECTING award and also uses the RRSA framework to teach tolerance. As a predominantly mono culture school we recognise the increased importance of broadening pupil's experiences, ideas and widening their horizons without being 'piecemeal' about it. We therefore use not only UNICEF work but also Amnesty teaching materials to support us to support our children.
- 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 is our whole school as we are small so we ensure we include everybody in making decisions. 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

We ensure it has due regard to equality considerations whenever significant decisions are made.

We always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, we consider 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: *Endeavour to equal the balance of gender role models so that children in school have both male and female models to relate to.*

Why we have chosen this objective: currently we have no male members of staff.

To achieve this objective we plan to: encourage speakers and visitors into school AND parents for different activities such as reading together so children can see both genders learning together.

Progress we are making towards this objective:

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 3: *Increase the representation of faith leaders from faiths other than christianity and broaden our visitor assemblies and or visits to a place of worship other than a church.*

Why we have chosen this objective: In the past few years we have only been visited by or made a visit to a Christian place of worship

To achieve this objective we plan to: Build in a trip to Ipswich or make a link with a community leader who would come and talk to the children linked with their RE learning.

Progress we are making towards this objective:

Objective 4: *Increase awareness of disabilities children are facing within our school amongst our whole community*

Why we have chosen this objective: Currently have a pupil who has a condition which is not always understood by everybody - this means this condition is thought of as an illness and that it might be catching

To achieve this objective we plan to: keep talking about this condition, work with the family to use the Trust leaflet so there is a better understanding of this condition. Ensure we have made reasonable adjustments within school, wherever possible, to prevent possible infections being caught.

Progress we are making towards this objective:

9. Monitoring arrangements

Snape Governing Body will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Safeguarding Policy + linked policies such as Tackling radicalisation