



Rudston Primary School and
Bright Stars Nursery

**Equality information and
objectives**

Date: September 2020

Staff Lead: Miss W Walters

**This policy and all school policies are produced in accordance to
guidance set out in our school legislation and guidance policy.**

Approved by Governors: September 2020

Review: September 2021

Our Mission Statement:

To develop a love of
learning, enabling all
children
to reach their full potential.

* Respect * Resilience
* Responsibility
* Enjoyment * Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all

staff and volunteers to share this
commitment.

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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
- ☐ 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

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

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.

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 societies)

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 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

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 2020-2021

| Equality objective | Action to be taken | Impact | Review |
|--|--|--|--------|
| To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children. | <ul style="list-style-type: none"> ☐ Careful tracking of attainment and progress for pupils with SEND. ☐ Target appropriate interventions at those pupils. ☐ Create Individual Education Plans and involve parents in their implementation. ☐ Provide SENCO support and training for staff. ☐ Ensure reasonable adjustments are in place for children with SEND. ☐ Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage. ☐ Where appropriate, work with outside agencies to achieve the best progress for our children. | <p>SEND children continue to make progress that is in line with, or better than their peers.</p> <p>Children with SEND can access the curriculum as fully as they are able.</p> <p>Children with SEND fulfil their potential including (where appropriate) achieving the Greater Depth level for Maths, Reading and Writing.</p> | |

| | | | |
|--|--|---|--|
| <p>To continue to promote understanding and respect for diversity.</p> | <ul style="list-style-type: none"> ☐ Ensure school policies and procedures promote equality of opportunity ☐ Ensure all staff are aware of our responsibility with regards to the equality act ☐ Ensure our school curriculum promotes tolerance of all groups. ☐ To continue with our block teaching of RE and British Values each term. ☐ To facilitate the introduction to, and understanding of, other religions and cultures by our children. ☐ To continue the implementation of our new PSHCE curriculum across the school. | <p>Children are aware of a range of religions and cultures.</p> <p>The children celebrate diversity and are tolerant to other religions, cultures and groups of people within society</p> | |
| <p>To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group *</p> | <p>Careful tracking of attainment and progress for pupils with the “Protected Characteristics”. Ensure reasonable adjustments are in place for these children. Where appropriate, work with outside agencies to achieve the best progress for our children.</p> | <p>Children identified as needing additional support make progress that is in line with, or better than their peers. Children can fully access the curriculum.</p> | |

*** The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the “Protected Characteristics”.**

9. Monitoring arrangements

The Head Teacher and Governing body of Rudston Primary School will update the equality information we publish, at least every year.

This document will be reviewed by at least every 2 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

Curriculum policies

Behaviour policy

Appendix 1

Equality Information 2020-2021

Number of pupils on roll at the school: 469

Age of pupils: 2 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- **Pupils eligible for Free School Meals (FSM)**
- **Pupils with Special Educational Needs (SEN)**
- **Disadvantaged group**
- **Pupils with English as an Additional Language (EAL)**
- **Young carers**
- **Looked after children**
- **Other vulnerable groups**

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 sensitive personal information. In these cases we have indicated this by an asterisk*.

| Race/Ethnicity | Number of pupils | % of pupils |
|-----------------------------------|-------------------------|--------------------|
| Any other Asian background | 8 | 1.7 |
| Any other Black background | * | * |
| Any other ethnic group | * | * |
| Any other mixed background | 6 | 1.3 |

| | | |
|-----------------------------------|------------|-------------|
| Any other White background | * | * |
| Bangladeshi | * | * |
| Chinese | 6 | 1.3 |
| Indian | 4 | 0.9 |
| Pakistani | 8 | 1.7 |
| White - British | 412 | 87.8 |
| White - Irish | * | * |
| White and Asian | 4 | 0.9 |
| White and Black African | * | * |

- Some parents refused to provide information

Gender: 46% male, 54% female

Pupils eligible for Free School Meals (FSM): 10%

Pupils eligible for Pupil Premium Funding – Disadvantage group: 11%

Pupils with Special Educational Needs (SEN) 12%

Pupils with English as an Additional Language (EAL): 4%

Young carers: 0%

Looked after children: 0%

Medical Conditions: 4%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.