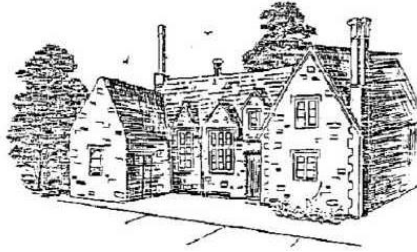


# Enmore Church of England Primary School

'Those who are taught here must  
go out and teach others'

*Rev J. Poole, Founder, 1810*



'I have set you an example that you  
should do as I have done for you.'

*John 13: 15*

## Equality Information and Objectives

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations.....	3
7. Equality considerations in decision-making.....	4
8. Equality objectives .....	4
9. Monitoring arrangements .....	5
10. Links with other policies .....	5

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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.](#)

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

### 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**

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, in order to value and protect all members of the school community.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. This is recorded in the minutes of every meeting.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

## **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.
- 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:

- Review 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
- 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 respect, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and through our shared vision and values. 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- see also SMSC Policy
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in Collective Worship 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, including modelling forgiveness and respect. 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

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

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions.

## 8. Equality objectives

### **Objective 1:** *Continue to work to support visually impaired children*

Why we have chosen this objective: Visually impaired child requires adaptation to the school environment as they progress from class to class.

Another visually impaired child will require support as they transition into their next school

To achieve this objective we plan to: conduct an annual audit with vision support advisers.

Progress we are making will ensure: successful move to class 3, successful transition into next stage of education.

### **Objective 2:** *continue to expose children to minority ethnic communities*

Why we have chosen this objective: many children have limited experience of diverse communities

To achieve this objective we plan to: have at least 2 visits a year from cultures significantly different to our own

Progress we are making towards this objective: African Arts Week, African Dance Workshop, Diwali Dance Workshop, welcoming international student as part of International Week, ensuring the curriculum, especially RE, Geography and PSHE includes learning about the diversity in the UK.

### **Objective 3:** *Develop our expertise at meeting the needs of autistic children*

Why we have chosen this objective: Child with EHCP due to start at Enmore September '22.

To achieve this objective, we plan to: identify staff who will work with the child and start whole- staff and specific training in order to meet needs and acquire strategies.

Progress we are making towards this objective: Staff identified, courses identified, training has begun

### **Objective 4:** *Governors to continue to reflect on all decisions in relation to their equality duties*

Why we have chosen this objective: to ensure all school decisions have no negative impact on equality of opportunity within the school

To achieve this objective we plan to: have this as an agenda item at all times

## **9. Monitoring arrangements**

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

This document will be reviewed by Governors at least every 4 years.

This document will be approved by the full Governing Body.

## **10. Links with other policies**

This document links to the following policies/ documents:

- Accessibility plan
- Risk assessments
- SMSC