

# Equality information and objectives

Knowle CE Primary Academy



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## Our Aims

# Preparing Children for the Future

### Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

### Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

### Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

### Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

### Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.

### Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

# Learning for Life

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### 1. Aims

Knowle CE Primary Academy 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 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 Principal

The equality link governors are BH and LS. They will:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they are familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The Principal will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Jenny Godsall will:

- › Support the Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the Principal in identifying any staff training needs, and deliver training as necessary

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 academy 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 staff meetings/INSET sessions.

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 governors 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 (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. providing specialist equipment for disabled pupils)
- › 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 groups such as the School Council, Collective Worship Council)

In fulfilling this aspect of the duty, the academy 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 racism/use of homophobic language)

## 6. Fostering good relations

The academy 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 and workshops dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and fully contribute to workshops; 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 other school groups have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy'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 e.g., Guide Dogs for The Blind, Mermaids (Transgender support group)

## 7. Equality considerations in decision-making

The academy 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

### Objective 1

Undertake a review of our RE Curriculum by the end of the Autumn term 2022 to establish the extent to which it supports our duty under the Race Relations Amendment Act 2000 to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Report on this to the Curriculum & Collaborative Partnership Committee of the Governing Board.

#### **Why we have chosen this objective:**

We have recorded an increase in racial incidents since returning to school post COVID and we have identified that this is partly to do with pupils lack of understanding/respect for the religious beliefs of others and an inability to note and value the similarities and differences between the beliefs and practices of major world religions.

#### **To achieve this objective, we plan to:**

- Enable key personnel to attend appropriate training and access expert advice
- Review 'Understanding Christianity' and 'The Emmanuel Project' schemes and the accompanying suite of resources to ensure that appropriate elements are highlighted and explicitly taught
- Supplement the schemes with additional materials as required to support Anti-racism

### Objective 2

Continue to improve the accessibility of the school site to support the inclusion of children with a range of disabilities. (See Accessibility Plan)

#### **Why we have chosen this objective:**

- We have a number of pupils in school with a wide range of disabilities e.g. visual impairment, significant hearing loss, cerebral palsy and we want to improve the physical environment to better support their needs and provide them with equal access and opportunity.

#### **To achieve this objective, we plan to:**

- Arrange for classrooms, hall spaces and outdoor facilities to be audited by specialist to advise on suitability and adaptations required to improve the facilities.:

### Objective 3

Improve the recruitment process to avoid unconscious bias during the initial short listing stage. Monitor the impact of this with regard to the proportion of candidates short listed compared to previous recruitment periods. (Target period: Spring 2022 - Spring 2023)

#### **Why we have chosen this objective:**

- Recently updated our Recruitment Policy and the latest guidance suggests this would be good practice. We are also conscious that we do not currently employ any teachers from ethnic minority groups

**To achieve this objective, we plan to:**

- Ensure that the administration of application forms is completed by a member of staff not involved in the selection process and that all identifying information re. gender, ethnicity, age etc., is removed prior to short-listing.
- Provide a Vice Principal (MSt) with Safer Recruitment/ Selection & Recruitment training.

## **9. Monitoring arrangements**

The Principal will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

This document will be approved by the Principal

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

This document links to the following policies:

- › Accessibility Plan
- › Race Policy
- › Anti-bullying Policy
- › Behaviour Policy
- › SEND Policy