

Equality information and objectives

Winterbourne Junior Girls' School



Approved by: T&L
Committee

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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

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

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 (e.g. encouraging all pupils to be involved in the full range of school clubs)

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

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 are 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

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the planning stage on the protocol for off-site visits when planning school trips and activities.

8. Equality objectives

Objective	Actions	Success Criteria	Review timescale	Monitoring
To increase parental engagement for learning in order to raise achievement.	<ol style="list-style-type: none"> 1. Communication between home and school is regular, two way and meaningful. 2. Responsible parenting is promoted and supported. 3. Parents assist in promoting certain behaviours (e.g. regular attendance). 4. Parents are welcomed as volunteers in school. 5. Use of the parental engagement toolkit. 	<ol style="list-style-type: none"> 1. Parental engagement brings about significant gains in achievement. 2. The school takes specific steps to connect parents to classroom learning 3. Parental study groups or parenting classes are held by the school. 4. Parents actively engage with teachers and students more about the process of learning and are made aware of the range of meta-cognitive strategies that can improve learning outcomes. 	Termly	Governing Body through HT report Newsletters Parent meeting register/log
To reduce the differential between different groups of children in academic results (attainment and progress).	Detailed examination of data broken down by groups, to identify issues. Action plans drawn up to address identified issues.	FFT, RaiseOnline and new ASP show less variation between different groups of children.	Termly through progress meetings Annually via KS2 results and analysis	FFT, Raise and ASP and other statistical information
To promote Values Education in order to develop an understanding and awareness of core values in British society, which in turn, underpin	PSHE and P4C lessons encompass the school's chosen values. British Values are intertwined with the school's core values. Assemblies, events	SMSC is good or better.	Annually	Lesson observations Assembly rota

cohesiveness within communities.	and activities within school actively promote the 12 school values.			
To ensure that attendance is at least equal to the National level.	<p>Whole school target taken on by all stakeholders.</p> <p>Weekly attendance features in celebration assembly.</p> <p>Weekly Attendance Cup awarded for the class with the highest attendance.</p> <p>Termly Certificates and badges for 100% attendance.</p>	Attendance at National expectations or above.	Annually	Attendance Reports and data School Bulletin
To take part in the EQualities Award	Review whole school practices using the EQuality award audit and framework.	External recognition of our inclusive practice.	Annually	3 year action plan

9. Monitoring arrangements

The Teaching and Learning committee of the governing board/headteacher will update the equality information we publish, at least every year.

This document will be reviewed by Teaching and Learning committee of the governing board/ headteacher at least every 4 years.

This document will be approved by Teaching and Learning committee of the governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment