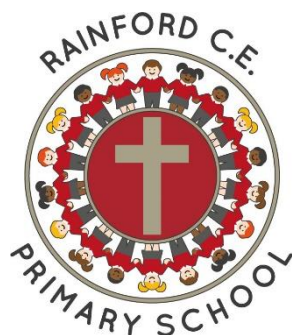


Equality Information and Objectives

Rainford CE Primary School



Approved by:	LGB	Date: 05.12.2023
Last reviewed on:	December 22	
Next review due by:	December 25	

OUR TRUST PRAYER

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.
Amen

CONTENTS:

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

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 Trust's funding agreement and articles of association.

3. Roles and responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Our 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
- Identify 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 10.

4. Eliminating discrimination

Our 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.

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

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our 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, our 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

Our 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
- Having lessons and 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 our 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 our 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

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our 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 same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

As 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 special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Data as at 21/11/2023 - by %						
Number of pupils on roll at the school:	245					
Age range of pupils:	3 years to 11years					
Gender:	Female	Male				
	46%	54%				
Race: split by kind (ethnic group)	British	Any Other Asian	Chinese	White & Black Carribean	Any other white background	White and Asian
	94.20%	2.44%	1.22%	1.22%	0.40%	0.40%
EAL:	English	Arabic				
	97.95%	2.05%				
Religion/Belief: split by kind	Christian	Muslim	Unknown			
	47.75%	1.22%	51.02%			
Disability: split by kind/ (SEND)	Disability	SEND				
	14.23%	85.71%				
Pupil Premium:	12.65%					
Young carers:	0.40%					
Looked after children:	1.22%					
Children of members of the armed forces:	0.81%					
School Attendance: % (Y1-Y6 2022-2023 whole school)	95.81%					

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. [The school agreed to seek further support and guidance on how and when to monitor.]
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to

use the data sensitivity when collected.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

9. Equality Objectives

Equality Objective 1: Linked to Exclusions/Disability (SEND)

OBJECTIVE: To reduce the high numbers of pupils with SEN excluded by our school.

Why we have chosen this objective: We have identified that although we only have 48 pupils on role with SEN that last year we excluded 7 pupils on fixed term suspensions. This is disproportionately high when compared to other suspensions.

To achieve this objective we plan to: Consult with those in our school community who are impacted by this - particularly making sure our school involves parents/carers of pupils with SEN. Ensure we involve specialist services in the consultation including our school SENDCO. We will also meet with Educational Psychologists to determine other ways of handling the behaviour that some pupils can present which may result in exclusion.

Outcome: To reduce the number of suspensions/exclusions in general but in particular for children with SEN. We will inform the whole school community on the outcomes of our findings.

Progress we are making towards this objective:

The number of pupils with SEN who received suspensions in spring/summer terms 2023 was lower than in the autumn term.

Equality Objective 2: Linked to Prejudice-Related Incidents/Sexual Orientation

OBJECTIVE: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of the word 'Gay' being used negatively.

Why we have chosen this objective: We have had a number of instances in the last year in which children have used the word 'gay' in a derogatory context.

To achieve this objective we plan to: Introduce a series of books which show different family make ups. This will include same sex couples. The books will be introduced into our normal range of books and will be looked at as part of circle time and other shared reading opportunities. We will also place some in our library. The books are very sensitive and do not mention the terms gay or lesbian but instead gently introduce the concepts that all families are different.

We will additionally access resources from Stonewall or the local LGBT centres about approaches to embedding LGBT within the curriculum.

Outcome: To raise awareness of this protected characteristic and to reduce the number of prejudice-related incidents.

Progress we are making towards this objective: Books have been introduced into our

normal range of books and have been included as part of circle time and other shared reading opportunities.

Equality Objective 3 : Linked to Recruitment/Equality & Diversity (improved data collection)

OBJECTIVE: To employ a more diverse workforce

Why we have chosen this objective: We recognise that it is important to have a workforce that represents the society we serve.

To achieve this objective we plan to: Improve our data collection. We already know some details of the staff we employ but we need to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data. This will happen in the autumn term.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group, we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, shortlisting, interview and job offer stage. Where we identify any issues which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Progress we are making towards this objective: We have created a survey which has been approved by our governing body and have a strategy in place to monitor applications and any issues

Equality Objective 4 – Linked to Recruitment/Disability

OBJECTIVE: Encourage people with disabilities to join our workforce.

Why we have chosen this objective: To help address the under-representation of people with disabilities in our school workforce.

To achieve this objective we plan to: Include the "Two Ticks" *positive about people with disabilities* symbol on all job adverts, application forms and information (internal and external) by January 2024.



Outcome: To have greater representation of people with disabilities in our school workforce.

Progress we are making towards this objective: All external adverts will have had the "Two Ticks" logo added.

10. Monitoring arrangements

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

This document will be reviewed by the governing body and Headteacher at least every 4 years.

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

[Accessibility plan

LDST Equality and Inclusion Policy

SEND Policy/Plan

Pupil Premium Plan

Behaviour Policy

Exclusions Policy