

# OAKDALE PRIMARY SCHOOL

## Equality information and objectives



|                     |                                   |
|---------------------|-----------------------------------|
| Status              | Statutory                         |
| Date approved       | May 2021 (1 <sup>st</sup> review) |
| Date of next Review | May 2024                          |

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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

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.

#### **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)
- Taking steps to meet the particular needs of people who have a particular characteristic

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response if required.

#### **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 ensure equal access for all pupils. 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**

We engage protected groups by:

- Careful monitoring and tracking to ensure that no protected group is disadvantaged
- Organise interventions to support all children
- Value and develop the whole child
- Promote respectful relationships through PSHE lessons, behaviour policy and the school values
- Provide a balanced and broad curriculum that takes into account different cultures religions and beliefs
- Use our school values of respect, care, collaborate, challenge and aspire to promote learning and unity.
- Plan enrichment opportunities which are accessible to all

### Summary of our equalities Evidence

- About 68% of pupils are from a White British Heritage.
- Our largest group from other ethnicities is 8% White European
- 20% of pupils have English as an additional language. Highest percentage of which is Polish (7%)
- Our smallest ethnicity groups are Greek and Kurdish.
- 15% Free School Meals 17% Pupil Premium
- 11% of pupils are classed SEND (2% with an Educational Health Care Plan)
- 42% Girls 48% Boys
- Faiths represented in school include: Christian, Roman Catholic, Jehovah Witness, Sikh, Hindu, Muslim and Buddhist. Buddhist is the lowest represented group.

## 8. Equality objectives

To be updated annually due July 2021

| Objective  | Actions  | Who                     | Impact  | Rating<br>Review 1<br>2021  |
|--|--|-------------------------|---|---|
| Ensure that the new statutory PSHE curriculum is planned for and delivered | Devise a curriculum which is relevant to the school context.<br>Seek feedback from all stakeholders.<br>Share with Governors and make final decisions<br>Staff training<br>To review the Relationship and Sex Education Policy | K Britton<br>C McDonagh | Curriculum ready for implementation<br>.<br>All stakeholders have had a voice in developing the curriculum. | Cambs PSHE curriculum adopted.<br>Ongoing process to embed.<br>Shared with stakeholders via letters and website due to Covid. |

|   |   |   |  |  |
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|   | alongside all stakeholders  |   |  |  |
| To promote spiritual, moral, social and cultural awareness with particular reference to equality and diversity (evidenced as an area for development during pupil interviews) | <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. Plan assemblies to promote an awareness of:</p> <ul style="list-style-type: none"> <li>-religious events</li> <li>-differences</li> <li>-SEND</li> </ul> <p>Promote respect and care as a core value. Celebrate differences and treat all equality being the core purpose.</p> | <p>K Britton-Rota and organization<br/>All staff</p>                            | <p>Questionnaires of pupils demonstrate an awareness of different cultures and diversity.</p> <p>Previously raised as an area for Development during pupil discussion 2020</p> | <p>The progress towards this target has been delayed in 2020/21 due to Covid-19. Aim to continue this process through the curriculum and visits.</p> |
| To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.                                   | <p>This was a previous action and has been developed through links with the wider school community e.g. Vicar leading assemblies and visits to the local church and Mosque.</p> <p>This now needs extending to other religions represented in school.</p>   | <p>RE lead-Catherine Smith</p>  | <p>Children understand and visit a wider range of religious places of worship. They can refer to their understanding in pupil questioning.</p>                                 | <p>Online visits accessed due to trips not being permitted during the Covid-19 period.</p>   |
| Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.                | <p>2019 data:</p> <ul style="list-style-type: none"> <li>-narrow the progress gap between girls and boys in maths</li> <li>-narrow the progress gap between boys and girls in writing</li> <li>-EAL children outperformed English speakers in all areas (progress)</li> </ul> <p>See Pupil premium plans for impact of funding.</p>   | <p>Data- K Britton/I Wrigley<br/>Maths lead<br/>Literacy Lead<br/>All staff</p> | <p>Progress gap decreases from:</p> <p>Girls maths -1.2<br/>Boys writing - 1.1</p>   | <p>No statutory data since 2019</p>  |

|  | CPD and SDP links  |                              |   |   |
|--|--|------------------------------|---|---|
| Review the texts available to children to ensure they represent Britain as a multi-cultural society. | <p>A new library has been installed but our texts are not representative of cultural differences.</p> <p>New texts sourced will:</p> <ul style="list-style-type: none"> <li>• Reflect “the reality of an ethnically, culturally and sexual diverse society;”</li> <li>• Reflect a variety of viewpoints;</li> <li>• Show positive images of males and females in society including people with disabilities;</li> <li>• Reflect non-stereotypical images of all groups in a global context;</li> <li>• Include materials to raise awareness of equal opportunity issues</li> </ul> | K Colasurdo as literacy lead | Wide range of diverse texts support identity of pupils and expose children to other cultures. | <p>New library installed and organised by the library service. The books were audited and new texts purchased to ensure a broad range of texts.</p> <p>Next steps involve the development of the guided reading texts and linking texts to the topics to address the objective.</p> |

## 9. Monitoring arrangements

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

This document will be approved by the Governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy