

# Equality information and objectives

Cranford Park (C of E) Primary School



<b>Approved by:</b>	Resources Committee	<b>Date:</b> 13 <sup>th</sup> May 2021
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<b>Next review due by:</b>	May 2022	

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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
- › 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 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. 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 annually.

## 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, 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 extra-curricular activities)

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 (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

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 deal with tensions between different groups of pupils within the 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 the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › Developing 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 (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded when planning school trips and activities and is recorded on the trip planning document.

## 8. Equality objectives

See appendix B

## 9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.  
This document will be reviewed by the resources committee at least every 4 years.  
This document will be approved by the resources committee.

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

This document links to the following policies:

- Accessibility plan
- Risk assessments

## 11. Equalities information

2020/21

Appendix A

**Pupil-related data** (taken from Analyse School Performance 2019/20 – no new information available for 20/21 as statutory assessments and data collection was cancelled due to Covid19 pandemic)

Basic characteristic trends

Breakdown	2016		2017		2018		2019	
	School	National	School	National	School	National	School	National
Number on roll	205	275	201	279	204	281	199	282
Male %	55.1	51.0	53.2	51.0	49.0	51.0	51.3	51
Female %	44.9	49.0	46.8	49.0	51.0	49.0	48.7	49
Ever 6 FSM %	17.1	25.2	15.9	24.3	13.7	23.5	12.1	23
Minority ethnic groups %	15.4	31.6	13.9	32.3	12.8	32.9	15.2	33.8
SEN with EHCP %	0.0	1.3	0.5	1.3	0.5	1.4	1.5	1.6
SEN support %	13.7	12.1	15.4	12.2	19.1	12.4	19.1	12.6
English additional language %	5.1	20.1	4.0	20.7	3.3	20.9	4.5	21.2
Stability %	71.4	85.7	78.0	85.7	82.2	85.8	84.3	85.6
School deprivation indicator	0.09	0.21	0.09	0.21	0.09	0.21	0.09	0.21

(SEN – Special Educational Needs; FSM – Free School Meals, EHCP – Education, Health Care Plan)

Information	Evidence and Commentary
<b>Achieving expected standard in reading, writing and maths by gender End of KS2 2018/19</b>	33% of boys 57% of girls (cohort was 15 boys and 14 girls)
<b>Achieving expected standard in reading, writing and maths by race End of KS2 2018/19</b>	48% of white British pupils, 33% of BME  (23 white British pupils, 6 BME pupils)
<b>Absence by gender 2018/19</b>	Boys: 3.4%, Girls: 3.5% (National Boys 4.1%, girls 3.9%)
<b>Absence by race 2018/19</b>	White British pupils: 3.5 %, BME pupils: 3 % (National 4%)

<b>Participation in school council by gender (2021/22)</b>	50% boys, 50% girls
<b>Participation in school council by race (2021/22)</b>	100% white British, 0% BME
<b>Participation in eco council by gender (2021/22)</b>	50% boys, 50% girls
<b>Participation in eco council by race (2021/21)</b>	86% white British, 14% BME
<b>Participation in extra-curricular clubs by gender up to closure (2019/20)</b>	57% of boys and 46% of girls attended at least one club
<b>Participation in extra-curricular clubs by race up to closure (2019/20)</b>	54% of white British pupils and 44% of BME pupils attended at least one club

**(BME – Black and Minority Ethnic)**

### Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

### Other information

Information	Evidence and commentary
Governor representation as at May 2021	72% Female, 18% Male 72% White British, 18% BME
Volunteers as at May 2020 (No volunteers in 2020/21 due to pandemic)	72% Female, 28% Male 92% White British, 8% BME

### Qualitative information

The School publishes the following on our website:

- school policies
- a note about how the school monitors equality issues in everyday school life
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds
- details about assemblies which deal with relevant equality related issues
- views of the student council

The school has published various policies on the school's internet site [www.cranfordpark.hants.sch.uk](http://www.cranfordpark.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

**Date of publication of this appendix:** *May 2021*

**Date for review and re-publication:** *May 2022*

*The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*



## 12. Equalities Objectives

### Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To lower the rate of persistent absence, particularly in regard to pupils receiving free school meals.

Objective 2: To improve the attainment and progress of pupils with SEND.

**Date of Objectives:** December 2019

**Date for review:** *December 2023*

*The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*