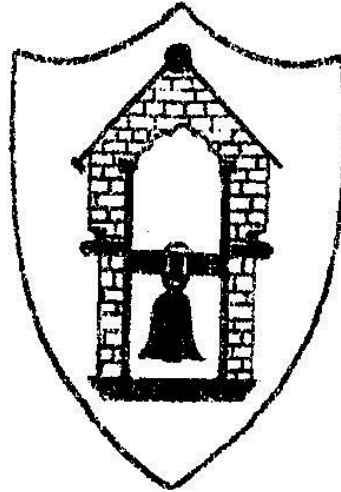


Equality information and objectives

St Bartholomew's C of E First school,
Crewkerne



'Roots to Grow and Wings to Fly'

Approved by: Full Governing Body

Date: 12.06.18

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Next review due by:

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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 equality link governor is Sarah Smillie. 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're 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 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher 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 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 year.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or ethnic minorities subjected to racist comments)
- Taking steps to the particular needs of people who have a particular characteristic (e.g. enabling Jehovah Witness pupils to pray in their own way and study their religion during worship time)
- 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 (e.g. declines in incidents of racism or 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 Collective Worships 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
- 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

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 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.

SCHOOL CONTEXT - PUPIL

This section provides information on the composition of the pupil population at St Bartholomew's C of E First School with respect to the 'protected characteristics' outlined in the Equality Act.

The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

GENDER (%)

□ 76 Male – 42.5%

□ 103 Female –57.5 %

SPECIAL EDUCATIONAL OR MEDICAL NEEDS AND DISABILITY

11 Pupils with a Statement of SEN or EHCP:

ETHNICITY AND RACE

Total Pupils - 179

White British 94.4% (169)

Any Other White Background 1.12% (2)

Any Other Mixed Background 1.12% (2)

Gypsy/Roma 2.24% (4)

Any Other Asian Background 1.12 % (2)

Indian 0%

Pakistani 0%

Bangladeshi 0%

Black – African 0%

RELIGION AND BELIEF

Total 179

Christian 34% (61)

No Religion 38% (67)

Not Stated 26% (47)

Other Religion 2% (4)

Muslim 0 %

ADDITIONAL GROUPS

We look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language 4

Total 2.24% of school population

English as an Additional Language 2.24% 4

Pupils from low-income backgrounds 20

Number of pupils eligible for Pupil Premium 41

Number of Looked After Children: 3

8. Equality objectives

Objective 1: To ensure that all ethnic groups, religions and cultures within our school community are reflected in the curriculum and environment.

Why we have chosen this objective:

- *To ensure the knowledge and understanding of our children is increased and therefore the respect and tolerance of our community increases and racist incidents decrease*

To achieve this objective we plan to:

- *Take every opportunity to raise the profile and understanding of the ethnic groups, religions and cultures across or curriculum and in displays and*

Progress we are making towards this objective:

- *Agencies such as RAISE and the ethnic minority service are working with the school, planning is making clear use of every opportunity to reflect and raise the profile of ethnic groups, religions and culture in our community.*

Objective 2: To ensure that all individuals, irrespective of background, religion, SEND or culture make good progress and achieve excellent standards.

Why we have chosen this objective:

- *To ensure that all children make good or better progress in school, achieve good standards and increase aspiration.*

To achieve this objective we plan to:

- *Continue to track all children termly and ensure accurate and targeted intervention is made where progress is not sufficient or standards are not being met.*

Progress we are making towards this objective:

- *Termly pupil progress meetings take place, staff plan and carry out clear interventions with entry and exit data to assess impact.*

Objective 3: To ensure excellent standards of behaviour so that all children, regardless of background, culture or religion, have equal access to learning opportunity.

Why we have chosen this objective:

- *to ensure that excellent behaviour standards and high expectations are in place.*

To achieve this objective we plan to:

- *continue to reward and encourage good behaviour through a consistently applied behaviour policy and implement a house point system to promote inclusion and a feeling of belonging.*

Progress we are making towards this objective:

- *The behaviour policy is applied consistently to all children and shared with parents. A house system is due to be implemented in 2018-19.*

Objective 4: To ensure the school values are embedded across the curriculum and clear to all stakeholders to ensure a shared vision and ethos.

Why we have chosen this objective:

- *to ensure that all members of the school community treat each other with respect, trust, compassion, and demonstrate courage, hope and aspiration and forgiveness in all interactions and decision making.*

To achieve this objective we plan to:

- *visually display our values and rules to ensure consistency and shared understanding.*

Progress we are making towards this objective:

- *Values boards are being ordered, school rule signs are being ordered.*

9. Monitoring arrangements

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

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

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality Statement
- Behaviour policy
- SEND
- School Christian Values
- Complaints
- Collective Worship & School Christian Values
- RE
- Sex and Relationships Policy