

Equality Information and Objectives

Equality Information: Sept 2026

Objectives set: Sept 2024

Approved by:	Stivichall Governing Body	**Date:**	
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Contents

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

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1. Aims

Our school (including, throughout this document, Acorns wrap around provision) aims to meet its obligations under the public sector equality duty (PSED) 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 body 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

Governors will:

- Meet with 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, identify any staff training needs 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 will be made aware of our Equality information and objectives in accordance with the Equality Act as part of their induction.

Senior leaders make the head teacher and governors, where appropriate, aware of any issues as they arise.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

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 school clubs and 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, We All Belong, 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 through our Power of Reading texts.
- 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 Pupil Leadership Team 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

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 on our risk benefit forms when planning school trips and activities.

8. Equality objectives

Objective 1: Monitor and analyse pupil achievement by gender, EAL, SEND and PPG, acting on any trends or patterns in the data that require additional support for pupils.

To achieve this objective we plan to:
• Analyse achievement data by gender, EAL, SEND and PPG. • Monitor progress of different groups of children. • Implement any support mechanisms needed to support different groups as necessary

Progress we are making towards achieving this objective:
• Termly outcomes data shared with Governors • Termly pupil Progress meetings between phase leaders and class teachers

Objective 2: Monitor incidents of bullying, racism and harassment to look for trends and take actions to rectify the position

To achieve this objective we plan to:
• All staff to record incidents of concern on CPOMs • SLT to monitor all incidents logged on CPOMS including: behaviour, bullying, racial, homophobic, prevent • Staff and SLT to deal with the following incidents in a timely manner to reduce further incidents • Personal, Social and Health Education (PSHE), British Values, Citizenship and We All Belong lessons to be planned to follow up any incidents appropriately with whole classes/phases as appropriate • Restorative justice conversations used to help children to understand consequences of chosen behaviours

Progress we are making towards achieving this objective:
• CPOMs is updated regularly by all members of staff • Restorative justice conversations facilitated by all staff when required • SLT monitor CPOMs on a daily basis

Objective 3: Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Pupil Leadership Team by election, election of House Captains, class assemblies, fund raising, team participation etc.

To achieve this objective we plan to:
• Hold yearly Pupil Leadership Team and House Captain elections • At least half termly meetings of the pupil leadership team with support from a member of staff • Eco Warriors Team meet regularly and aim towards Eco Schools accreditation • Coventry Young Ambassadors • Peer Mediators to lead and support behaviour beyond the classroom • Well-being Ambassadors to lead and support on mental well-being strategy and awareness days and assemblies throughout the year • Other leaders elected to support and drive change in different curriculum areas such as Reading Ambassadors, Digital Leaders, PE Leaders

Progress we are making towards achieving this objective:
• Elections and applications are held so that all children have an opportunity to put themselves forward for roles in school • Staff and subject leaders keep records of children who have attended events so that all a range of children are given opportunities to attend different school events e.g. sports activities

Objective 4: Ensure that our curriculums and displays promote diversity in terms of race, gender and ethnicity.

To achieve this objective we plan to:
• Ensure that gender is taken into consideration when selecting which important figures to study e.g. male and female historians, scientists, authors, politicians etc. • Consider race, gender and ethnicity when creating displays

Progress we are making towards achieving this objective:
• Curriculum development has considered key figures to study in each year group. This has taken into consideration race, gender and ethnicity

9. Monitoring arrangements

The Senior Leadership Team will update the equality information we publish, described in sections 4-7 above, at least every year.

The Equality Information and Objectives will be reviewed by the Governing body 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