



**Cogenhoe**  
Primary School

## Equality Duty Objectives

	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Headteacher's Approval	Charley Oldham		June 2020
Chair of Governors' Approval	Alison Barrett		June 2020
Chair of Committee	James Woolley		June 2020
Recommended Review Date:	June 2021		

### Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

<b>Version</b>	<b>Date</b>	<b>Description of Change</b>	<b>Changed By</b>
1	Dec 14	Written and implemented	CS
2	June 2020	Updated	CO
3	March 2021	Updated	CO



## **Equality Policy and Duty Objectives**

*On 5<sup>th</sup> April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This duty replaced the existing race, disability and gender equality Duties.*

The 3 aims of the General Equality Duty are:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act – by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not – by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life, or in other activities where their participation is disproportionately low.

The nine protected characteristics/groups are;

- Age(as an employer- but applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage or Civil Partnership

### 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 funding agreement and articles of association.

## 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 equality link governor is Alison Barrett. They will:

- Meet with the designated member of staff for equality every Year 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 year 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.

## 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.

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.

### 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 societies)

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

### 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### 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.

### Equality Objectives – March 2021

Due to the school ethos, our equality targets relate to narrowing the relative gaps identified in data.

Equality Objective 1: To ensure pupils are challenged more effectively in Mathematics, so that a greater proportion of pupils achieve above National expectations at the end of each primary phase in the subject	
<b>Why?</b>	<b>How?</b>
<ul style="list-style-type: none"> <li>• Ofsted identified that teachers needed to use prior assessment to plan work that is challenging and matches learner's abilities.</li> <li>• Data trends suggest that we need to secure success in this area, as it is inconsistent, especially for more able pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School training and development.</li> <li>• Monitoring and action – Mathematics subject leader</li> <li>• Data trends closely monitored and links to pupil progress/target pupils</li> <li>• Coaching and support for staff</li> <li>• See Mathematics/School Improvement Plan</li> </ul>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>• A greater proportion of pupils achieve above national expectations at the end of Foundation Stage, Key Stage One and Two. There are no gender differentials.</li> <li>• Lesson observations demonstrate consistent challenge for all pupils that builds on prior learning</li> <li>• A greater proportion of pupils make greater than expected progress from Key Stage One to Two</li> </ul>	

Equality Objective 2: To ensure that provision and teaching enables boys' writing through Early Years and Key Stage 1 to improve, so that a greater number of boys exit above the National Expectation	
<b>Why?</b>	<b>How?</b>
<ul style="list-style-type: none"> <li>• Data trends in Foundation Stage and Key Stage One</li> <li>• Narrow the gap between the higher achieving boys and girls in Literacy, as data shows that this is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Specific action plans created involving whole school developments/changes to English, outdoor learning, monitoring during observation.</li> <li>• Employment of an Early Years Specialist (AST) to support learning and raise standards in provision to narrow the gap and improve attainment.</li> </ul>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>• Over a period of the next three years, boys attainment in Literacy improves with a greater proportion achieving higher outcomes.</li> <li>• Engagement and motivation of boys in Literacy is clear in lesson observations.</li> <li>• Outcomes show a continued improvement for boys in books and learning evidence.</li> </ul>	

*N.B. Our organisation has less than 100 employees so this document refers to equality of opportunity for children at our school. Therefore, some of the protected characteristics may not be directly in relation to our pupils.*

### **Summary of Effectiveness**

Cogenhoe Primary School is an inclusive, supportive school where pupils thrive and their confidence is nurtured. The school was graded as good at the time of the last Ofsted inspection (January 2019), and we believe that it is continuing to strengthen. The learning climate throughout the school, as evidenced by Headteacher Governor monitoring and our OFSTED report, demonstrates a consistent ethos which promotes positive attitudes.’

The School Self Evaluation form, states that Behaviour and Safety continue to be a strength of our school and there are currently no areas of whole school priority for the specific area. We believe that pupil’s responses through a questionnaire in January will provide further evidence of the school’s strengths in this area. (Please be aware that this policy will be updated and any necessary changes made following the evaluation of these results).

In the most recent Parental survey 98% of parents said that their children are happy and feel safe, and 92% parents agree that the school is effectively well led and managed. At Cogenhoe Primary School we strive to ensure that our curriculum both in school and extra-curricular, is broad and balance to enable all children to have successes and find their talents. We are continually looking for ways to further strengthen the experiences and opportunities we provide our children, so that they have an increasing awareness and understanding of life in Modern Britain.

We have strong recording and supporting systems in place to deal with any suspected bullying, racial or other prejudice incidents and these are retained & monitored in the safeguarding file by members of the Leadership Team. These reflect a very minimal level of issues and demonstrate that any incidents are thoroughly investigated. Through supportive education and effective relationships with families the team work hard to ensure harmony between pupils is always quickly restore.

Our SEN provision is strong and all pupils are integrated effectively, including those that are disabled. We work effectively with parents and outside agencies to ensure that we have robust systems in place for children with a range of differing needs.

### **Addressing Prejudice Related Incidents**

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. Therefore, in assemblies and class discussion key themes in relation to different races are discussed, so that pupils develop respect and tolerance for the cultures and beliefs of others. If incidents still occur we investigate them immediately and if founded, report them to the Local Authority using their guidance material.

### **Monitoring arrangements**

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

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

This document will be approved by Governing Board

### **Links with other policies**

This document links to the following policies:

➤ Accessibility plan