

Public Sector Equality Duty

Equality information and objectives

CHARLTON PRIMARY SCHOOL



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1. Aims

Our school 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The LGB (local 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
- 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 Alan McPherson (Chair). They will:

- Meet with the designated member of staff for equality on a regular basis 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 Head of School will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The **designated member of staff for equality** will:

- Support in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

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.
- 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 that 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 enrichment)
- 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)

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

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.

8. Equality objectives

Objective 1

1. Talking Inclusion, Diversity and Equality

We will continue conversations with our school leaders and staff about Inclusion, Diversity and Equality at Charlton School. This will include a refresher about the equality duty, Trust and school values, the data for staff and pupils including protected characteristics and achievement/progress, (how discrimination works), and the benefits of an inclusive and diverse environment.

The conversations will include on-going review of the existing good practices and initiatives at Charlton and how they contribute to inclusion. We will document how inclusion, diversity and equality are already reflected in Teaching and Learning.

The outcomes will be a raised awareness of the contribution each person can make to inclusion, and suggestions and recommendations to enhance inclusion, diversity and equality for staff, pupils and parents.

Intended actions and impact

Actions

- Ensure the appointment of all staff is in line with EDI ethos and approach.
- To continually consider how well the school ensures equality of opportunity for all its pupils
- To ensure all new and existing policies and procedures take account of our commitment to achieving equality, diversity and Inclusion.
- To further the knowledge, understanding and culture in relation to EDI.
- Review staff induction and values through a EDI lens.
- Develop a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions

Impact

- Staff recommend the Charlton as a place to work and as an inclusive place of work
- Parents recommend Charlton an inclusive school
- Leadership team routinely demonstrate their commitment to equality
- The LGB identify equality related impacts and risks and discuss with the senior leadership team how they will be mitigated and managed.
- An established culture of valuing diversity

Objective 2

2. Teaching and Learning

- Educate all about discrimination and prejudice and promote a harmonious/kind/understanding culture and climate.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences.

Intended actions and impact

- Children and staff have a good understanding of equality, diversity and racism.
- Greater understanding and respect of differences.
- Issues are covered through lessons, assemblies and staff CPD.
- The school vision and values promote respect and understanding for the differences within society, the local community and within school.
- Extend pupils' understanding of the range of peoples, cultures and religions.
- Curriculum overview and RE scheme of work to be monitored to ensure coverage.
- Review diversity with the curriculum including assemblies, trips, experiences and visitors
- Children demonstrate a good understanding of different religions and cultures through work in books, assemblies and discussions/pupil voice. • Children's understanding of objectives linking

to PSHE, SMSC, British values and positive mental health strategies is improved and strengthened.

- Racist/discrimination incidents are low/nil.

Objective 3

3. Addressing educational disadvantage

We will review how children who are making less than expected progress may be affected by characteristics or socio-economic disadvantage, and whether the policies and practices designed to support their educational needs are effective. This will include a review of whether and how those characteristics and socio-economic disadvantages impair their learning.

The review will provide periodic reports for discussion with the Local Governing Body throughout the academic year.

In Relation to Achievement

- Strive for all pupils regardless of characteristics or circumstance to make exceptional progress in all aspects of their learning and to achieve the highest possible standards.

Intended actions and impact

- Pupils on the school's SEND register and children identified as vulnerable or disadvantaged are supported and make good progress/achieving well from starting points.
- Gap narrowed as whole school cohort and within specific year groups and subjects (as identified through data analysis/capture).
- To support all children that have been impacted by COVID-19
- Gaps narrowed in specific subjects (as identified through data analysis)
- Provide a range of educational opportunities for parents to develop their own skills to support their children.
- Parents report that they are well supported in helping their children to access the curriculum at home.

9. Monitoring arrangements

The Head of School and/or Executive Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

Links with other policies

This document links to the following policies:

- Equality, Diversity & Inclusion Trust Policy
- Accessibility plan
- SEND policy
- Dignity at work policy
- Anti-Bullying policy