



Huyton with Roby C.E. Primary School

## **Equality Information and Objectives**

*Teach children how they should live and they will remember it all their  
lives' Proverbs 22:6*

This policy has been adopted by the governing body of  
Huyton with Roby C.E. Primary school  
It will be reviewed annually or as required.

**Signed:** Mrs J Stratford - Headteacher

**Signed:** Mr D Bradbury - Chair of Governors

**Date Written:** January 2023

**Next Review:** March 2026

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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.](#)

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

### **3. Roles and responsibilities**

#### **Our governing body will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

#### **Our 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
- Identify 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 10.

### **4. Eliminating discrimination**

Our 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, our 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, our 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**

Our 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
- Having lessons and 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 our school. For example, our Change Team have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our 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**

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our 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. Our school community**

In addition to pupils with protected characteristics as defined in the Equality Act 2010, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)

- Young carers
- Looked after children (LAC)
- Children of members of the armed forces

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 425 (Jan 2023)

Age range of pupils: 3 to 11 years

Gender: 54% male / 46% female

Race:

Any other Asian Background – 0.2%

Any other White background – 1.8%

Any other ethnic group – 0.7%

Any other mixed background – 3.7%

Bangladeshi – 0.4%

Chinese – 1.1%

White – British – 86.2%

White – Irish/European – 0.2%

White and black African – 0.4%

EAL: 5%

Special Educational Needs: - 21%

Pupil Premium: 143 Ch 35.7%

Looked after children: 0.2%

Children of members of the armed forces: 0.2%

School Attendance: 92.0% (2021-22)

#### **No Information was available on the following protected characteristics:**

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. [The school agreed to seek further support and guidance on how and when to monitor.]
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

## 9. Equality Objectives

### Equality Objective 1: Linked to Prejudice-Related Incidents/Sexual Orientation

**OBJECTIVE: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of the word 'Gay' being used negatively.**

**Why we have chosen this objective:** We have noted that many of our children were not really aware of what the word 'gay' meant and how this related to same sex couples. In general they had little or no knowledge of people with this protected characteristic.

**To achieve this objective we plan to:** Introduce a series of books which show different family make ups. This will include same sex couples. The books will be introduced into our normal range of books and will be looked at as part of circle time and other shared reading opportunities. We will also place some in our library. The books are very sensitive and do not mention the terms gay or lesbian but instead gently introduce the concepts that all families are different.

**Outcome:** To raise awareness of this protected characteristic.

**Progress we are making towards this objective:** Books have been introduced into our normal range of books and have been included as part of circle time and other shared reading opportunities. Our class Libraries have been updated. This has been explicitly identified in our PSHE curriculum across the school.

### Equality Objective 2: Linked to Recruitment/Equality & Diversity (improved data collection)

**OBJECTIVE: To employ a more diverse workforce**

**Why we have chosen this objective:** We recognise that it is important to have a workforce that represents the society we serve.

**To achieve this objective we plan to:** Improve our data collection. We already know some details of the staff we employ but we need to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data. This will happen in the spring term.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group, we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, shortlisting, interview and job offer stage. Where we identify any issues which impact on any particular group, we will look at initiatives to address this.

**Outcome:** Have a more diverse workforce to represent the community we serve.

**Progress we are making towards this objective:** We are in the process of creating a survey which will be taken to our governing body.

### Equality Objective 3: Linked to Employment and Retention of Staff (Equal opportunities)

## **OBJECTIVE: Ensure we maintain a professional workforce.**

**Why we have chosen this objective:** We want all staff to feel valued and be able to realise their full potential and have identified requirements through a trust-wide survey.

**To achieve this objective we plan to:** Ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within our school setting and we will be looking at Trust-wide opportunities. We aim to have professional development pathways in place for all staff by March 2023.

**Outcome:** To have a professional workforce that feels valued and treated fairly in accessing training and development opportunities to further their professionalism.

**Progress we are making towards this objective:** In February 2021, a Trust-wide survey took place that gathered views from all staff. The results have been used to identify barriers highlighted by staff in relation to career progression and we are working collaboratively with other schools in our Trust to create accessible professional development pathways. We are still on track for our March 2023 deadline.

## **Equality Objective 4 – Linked to Recruitment/Disability**

### **OBJECTIVE: Encourage people with disabilities to join our workforce.**

**Why we have chosen this objective:** To help address the under-representation of people with disabilities in our school workforce.

**To achieve this objective we plan to:** Include the "Two Ticks" *positive about people with disabilities* symbol on all job adverts, application forms and information (internal and external) by January 2023.



**Outcome:** To have greater representation of people with disabilities in our school workforce.

**Progress we are making towards this objective:** All external adverts have had the "Two Ticks" logo added.

## **10. Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

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

This document will be approved by the governing body.

## **11. Links with other policies**

This document links to the following policies:

Accessibility plan

LDST Equality and Inclusion Policy

SEND Policy/Plan

Pupil Premium Plan

Behaviour and Exclusions Policy

All Employment Policies

School Improvement Plan