

Equality Information and Objectives

Mayfield Primary School



Approved by:

GB

Date: 3 March 2021

Last reviewed on:

February 2021

Next review due by:

February 2023

Contents

| | |
|--|---|
| 1. Aims..... | 2 |
| 2. Legislation and guidance..... | 2 |
| 3. Roles and responsibilities..... | 2 |
| 4. Equality Information..... | 3 |
| 5. Eliminating discrimination..... | 4 |
| 6. Advancing equality of opportunity..... | 4 |
| 7. Fostering good relations..... | 5 |
| 8. Equality considerations in decision-making..... | 5 |
| 9. Equality objectives..... | 6 |
| 10. Monitoring arrangements..... | 6 |
| 11. Links with other policies..... | 6 |

.....

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 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 headteachers

The equality link governor is Richard Kerridge 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. Equality Information

The Equality Act 2010 protects people from discrimination on the basis of nine protected characteristics (age (relating to staff, not pupils), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). We also collect information on additional groups of pupils.

In January 2021 we have 392 pupils aged 4 -11 on roll; 201 boys and 191 girls.

Our pupils are from the following ethnic groups:

| | |
|----------------------------|-----|
| Any other Asian background | 15 |
| Any other Black background | 4 |
| Any other White background | 73 |
| Any other ethnic group | 13 |
| Any other mixed background | 34 |
| Bangladeshi | 25 |
| Black - African | 3 |
| Chinese | 16 |
| Indian | 12 |
| Pakistani | 6 |
| Refused | 34 |
| Roma | 1 |
| White - British | 143 |
| White and Asian | 9 |
| White and Black African | 2 |
| White and Black Caribbean | 2 |

At least 36 languages are spoken at Mayfield and 135 of our pupils have English as an additional language (EAL).

Pupils at Mayfield come from a number of faiths including Christian, Hindu, Jewish, Muslim and Sikh.

We have 66 Pupil Premium (disadvantaged) pupils of which 56 are currently in receipt of FSM.

19 of our pupils have Education, Health and Care Plans.

We currently have no Looked After Children (LAC).

We have no young carers.

In January 2021 we have 65 staff, aged 22 to 71.

59 members of staff are female and 6 are male.

Our staff are from the following ethnic groups:

| | |
|----------------------------|----|
| Any other Asian background | |
| Any other Black background | |
| Any other White background | 5 |
| Any other ethnic group | |
| Any other mixed background | 1 |
| Bangladeshi | 3 |
| Black - African | |
| Chinese | |
| Indian | 3 |
| Pakistani | |
| Not obtained | 10 |
| Roma | |
| White - British | 42 |
| White and Asian | |
| White and Black African | 1 |
| White and Black Caribbean | |

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Our commitment to equality is embedded in our school ethos: *Everyone is welcome · Our diversity enriches us all · We all do our best for ourselves and for each other*

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.

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.

6. Advancing equality of opportunity

As set out in the DfE guidance on The Equality Act, the school aims to advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individual pupils and put in place targeted interventions (eg Expanded Rehearsal Technique (ERT) for reading)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg enabling Muslim pupils and staff to pray at prescribed times)

- Encouraging all pupils/carers and staff to participate fully in school life (eg encouraging all pupils to be involved in the full range of school activities)
- Observing good practice in the recruitment, retention and development of staff to provide equality of opportunity.

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
- Collect and analyse data relating to staff and use it to monitor and improve equality of opportunity.

7. 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, spiritual, moral, social and cultural development (SMSC) 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 hosting local community groups such as the Mayfield Seniors 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 have worked with parents to promote knowledge and understanding of different cultures.
- We are developing links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach.

8. Equality considerations in decision-making

- The school 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.
- The school shows due regard for equality when developing, implementing and reviewing policies.

9. Equality objectives

Objective 1: New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

Why we have chosen this objective: To educate our workforce about equality and make improvements in our practice where necessary.

To achieve this objective we plan to: find a good online course for all staff to complete

Progress we are making towards this objective:

Objective 2: Increase the engagement of Bengali families in our community

Why we have chosen this objective: lack of engagement became more apparent during lockdown

To achieve this objective we plan to: research further including gathering evidence and advice from schools with more experience. Consider appointing a community liaison person.

Progress we are making towards this objective:

Objective 3: Establish an equality working group with representatives from the GB, teaching staff, support staff and the HSC to monitor and improve our practice and identify next steps in relation to pupils, staff and the school community.

Why we have chosen this objective: we want to widen our appreciation and understanding of what it means to be inclusive and improve our practice.

To achieve this objective we plan to: create a working group which is operational by July 2021

Progress we are making towards this objective:

10. Monitoring arrangements

The School Business Manager 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 2 years.

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

- Accessibility Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEN Policy and Information Report
- Equality & Diversity Policy for School Staff