



*With love we flourish*

*"I have come that you may have life in all its fullness." John 10:10*

Our Christian vision is the foundation of our school and allows us to:

- Respect and love everyone for who they are
- Celebrate and serve our diverse community
- Nurture a passion for education so everyone can realise their potential

## SS Philip and James' Church of England Voluntary Aided Primary School

### *Equality Information and Objectives statement*

Signed:

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**(Head teacher)**

Signed:

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**(Chair of Governors)**

Date:	November 2021
Next Review Date:	November 2024

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## At Phil & Jim we are committed to advancing equality and promoting respect for difference and diversity through our Christian vision and values

### Vision

“I have come that you may have life in all its fullness.” John 10:10

Our Christian vision is the foundation of our school and allows us to:

- Respect and love everyone for who they are
- Celebrate and serve our diverse community
- Nurture a passion for education so everyone can realise their potential

### Values

Our three core values of **love, compassion and community** form the basis of our work in school.

- We create an environment where our pupils can show **love** for each other, our school, our local community and global community.
- Because all people have been made in a caring God and all are valued equally, we show **compassion** for each other, those in our community and across the globe.
- In our **community** we model and develop trusting relationships which enable our pupils to make the right choices and keep themselves safe and happy.

### 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 for all members of our school community including those with 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](#).

Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6 April 2011 and replaced the separate relating to race, disability and gender equality

In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, and in line with its ethos of excellence and opportunity for all its pupils and staff, SS Philip and James School will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics and people who do not share it

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimizing disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging from protected groups to participate in public life or in other activities where their participation is disproportionately low

## 3. 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, 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

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

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**

SS Philip and James 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 every September.

The school staff are encouraged to highlight equality issues with the headteacher and senior leadership team.

#### **Protected Characteristics**

The Public Sector Equality duty covers the following eight protected characteristics:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sex Orientation

SS Philip and James School will ensure that in all its policies, practice and development these are considered in terms of the impact of these policies, practice and development, to ensure that discrimination against them is eliminated and good relations and equality of opportunity between people of these protected characteristics and no characteristic is fostered and developed.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, SS Philip and James 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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling disadvantaged pupils to engage in all aspects of the extended curriculum i.e. sporting competitions). Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to engage in extracurricular clubs)

In fulfilling this aspect of the duty, SS Philip and James 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. decrease in absence of disadvantaged pupils)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

SS Philip and James 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 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 where appropriate
- 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

## 7. Equality considerations in decision-making

SS Philip and James ensures it has due regard to equality considerations whenever significant decisions are made.

SS Philip and James 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 male, female and gender fluid pupils

## 8. Equality objectives 2021- 2025

<b>Objective 1: To advance equality of opportunity between different groups</b>		
<b>Lead: Curriculum Lead</b>		
<b>Why we have chosen this objective:</b>	<b>To achieve this objective, we plan to:</b>	<b>Progress we are making towards this objective:</b>
We have approximately 400 children on role. <ul style="list-style-type: none"> <li>- 206 of our pupils are from a minority ethnic group</li> </ul>	To review our curriculum so that it reflects all members of our community within our planning, provision and resourcing.	
	Find opportunities to represent all members of our school community meaningfully.	

<ul style="list-style-type: none"> <li>- 88 of our pupils are identified as having EAL</li> <li>- Some of our children are beginning to explore their gender identity</li> <li>- Some of our children have learning needs</li> </ul> <p>We are therefore aware that there is scope for potential impact of any negative, prejudicial language on the wellbeing and achievement of particular pupils and groups of pupils.</p>	Ensure books are representative of our community.	
	Ensure staff have appropriate training around emerging issues around equality, diversity and inclusion so they can plan for next steps.	
	Ensure resources are representative of our school community.	
	Ensure our school environment supports all our learners to feel happy, secure and achieve their best.	

<b>Objective 2: To develop pupil engagement by improving our inclusivity.</b> <b>Lead: SEND Lead</b>		
Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
<p>So we can ensure that all children enjoy learning via high quality teaching experiences.</p> <p>Because we want to empower all children to become independent learners.</p> <ul style="list-style-type: none"> <li>- 23% of our pupils are EAL.</li> <li>- Largest area of need for our SEND and PP pupils is around language.</li> <li>- Typically, our SEND pupils and disadvantaged pupils are lower attainers. 25% of our SEND pupils are also disadvantaged.</li> <li>- Covid-19 impact: the number of pupils who were previously working at GDS who are now not.</li> </ul>	Ensure our Teaching & Learning Policy reflects the needs of all our pupils and is applied consistently.	
	Review and make any meaningful changes to our classrooms and shared learning spaces.	
	Ensure teachers create an environment that focuses on all learners.	
	Review our Feedback and Marking Policy to ensure feedback given to all children is powerful and has maximum impact on the children's engagement and learning.	

<b>Objective 3: To ensure our EYFS provision is aspirational with no limitations placed on pupils.</b>		
<b>Lead: EYFS and KS1 Lead</b>		
<b>Why we have chosen this objective:</b>	<b>To achieve this objective, we plan to:</b>	<b>Progress we are making towards this objective:</b>
<p>Our writing attainment and progress is typically lower than our reading attainment and progress from EYFS.</p> <ul style="list-style-type: none"> <li>- Baseline information typically shows that that reading and writing is lower than other areas of learning.</li> <li>- Our EYFS intake typically is representative of children who have additional language needs e.g. EAL.</li> </ul>	To ensure children experience books every day.	
	Develop our curriculum for pupils with EAL, leading to at least expected progress.	
	Ensure children are immersed in language daily.	
	To develop the learning environment so that it is interactive and language and experience rich.	

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year. This document will be reviewed by curriculum committee at least every 4 years. This document will be approved by the governing body.

## 10. Links with other policies

This policy should be read in conjunction with the following:

- EYFS Policy
- Accessibility plan
- Risk assessments for enrichment opportunities and activities
- Anti-Bullying Policy
- Behaviour Management Policy
- Health & Safety Policy
- SEND Policy
- Safer Recruitment and selection guidelines
- Sex and Relationship Education Policy
- Whistleblowing Policy