

Menston Primary School



Equality Information and Objectives Policy

Menston Primary School
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Headteacher

Mrs Marie Wilson

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Next review due: November 2025

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 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 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

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.

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 which are connected to a particular characteristic they have
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities

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.
- › Working with our local community. This includes inviting leaders of local faith groups to speak at school, 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

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

8. Equality objectives

Objective 1

Achieve the EqualiTeach Equalities Award Bronze level <https://www.equalitiesaward.co.uk/the-award>

Why we have chosen this objective:

In working towards and achieving this award, we will raise the profile and status of equality and diversity across the whole school community. We will also demonstrate our commitment to equality and learn best practice by working towards gaining the Bronze level within 12 months of signing up. We will then aim to achieve Silver and Gold levels within 4 years.

To achieve this objective we plan to: Sign up for the award in January 2022 and work towards achieving Bronze within 12 months.

Progress we are making towards this objective: As of November 2021 we have researched the award. When our new Deputy Headteacher starts in post in January 2022, she will lead on this.

Objective 2

Raise attainment in English for boys in KS1 at the higher standard

Why we have chosen this objective: In the most recent set of statutory data, our boys underperformed compared with our girls in both reading and writing at the higher standard in KS1. In 2019, 21% of our boys achieved the higher standard in reading compared with 41% of our girls and 11% of our boys achieved the higher standard in writing compared with 23% of our girls.

To achieve this objective we plan to: Our English lead for KS1 has already begun to implement some specific projects to ensure that boys are given opportunities to develop higher level skills in reading and writing. She will work with the whole KS1 team to ensure that aspirational targets are set for all children, that progress for all children is carefully tracked and that specific intervention programmes are put into place for boys who are at risk of underperforming.

Progress we are making towards this objective: Ms Baker trialled a boys' reading project with Y2 teachers last year. She now needs to ensure that all staff have high aspirations for boys in terms of their English attainment and that teaching and learning approaches focus on high attainment for boys.

Objective 3

Analyse participation in playground games, particularly in KS2 to ensure that girls and boys have equal access to all areas and all games that are being played

Why we have chosen this objective: We want to ensure that all children have equal access to all areas of the playground, as currently the ball court is dominated by boys playing football. This has potential to exclude girls from this area of the playground, giving them less space to play and fewer opportunities to play ball games.

To achieve this objective we plan to: Tracey Ellis, our Assistant Headteacher, will work with the School Council to gather data on the games that are played in the different areas of the KS2 playground, particularly the ball court. The School Council will then work with the whole of KS2 to design plans which allow fair and equal access for all children to the ball court.

Progress we are making towards this objective: The ball court is currently divided in half and children sign up to play in each half.

9. Monitoring arrangements

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

This document will be reviewed by the School Improvement and Curriculum Standards Committee at least every 4 years.

This document will be approved by the School Improvement and Curriculum Standards Committee.