

Equality information and objectives

Hunter's Bar Junior School



Approved by: Michael Watson

Date: 18th September 2014

Last reviewed on: 18th September 2014

Next review due by: 27th September 2018

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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.

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
- 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

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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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, the school will:

- Provide a link to the DfE Website which allows access to 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
- 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

- The Learning Mentor and Deputy Head Teacher is responsible for monitoring and supporting the aims as outlined below to develop equality across the school.

Objective	Target Group	How it will be measured	Timescale
To improve punctuality, especially for those pupils who travel a distance to school.	Persistently late pupils	<ul style="list-style-type: none"> • Attendance data • Record of reasons for lateness. 	Half termly
To improve the attendance of persistent absentees, especially pupils who are eligible for Pupil Premium.	Persistent absentees Pupil Premium pupils	<ul style="list-style-type: none"> • Attendance data 	Half termly
To improve attainment of pupils eligible for Pupil Premium, especially in reading.	Pupils eligible for PP	<ul style="list-style-type: none"> • Formative assessments / tracker data. • Pupil Progress Meetings 	Half termly
To improve attainment of EAL pupils, especially in maths.	EAL pupils	<ul style="list-style-type: none"> • Formative assessments / tracker data. • Pupil Progress Meetings 	Half termly
To increase social and emotional skills for pupils with behavioural, emotional and social difficulties.	Pupils with BESD	<ul style="list-style-type: none"> • Exclusion data • Incident Reports / Behaviour files • Pupil surveys: behaviour and safety. 	Ongoing
To reduce the number of incidents involving aggression and inappropriate play at playtimes, particularly from APK boys.	APK boys	<ul style="list-style-type: none"> • Exclusion data • Incident Reports / Behaviour files • Pupil surveys: behaviour and safety. 	Termly
To increase the participation of pupils from minority or vulnerable groups in school life.	Minority or vulnerable pupils.	<ul style="list-style-type: none"> • Data: roles and responsibilities held by children. 	Termly
Engage parents of vulnerable learners to improve the attainment of those pupils.	Most vulnerable pupils, especially those with attendance below 90%	<ul style="list-style-type: none"> • Formative assessments / tracker data. • Pupil Progress Meetings • Log of attendance for Structured Conversations. 	Ongoing

Staff recruitment will take place in line with guidelines and policies published by Sheffield City Council to ensure we are in line with equal opportunities employment regulations.

9. Monitoring arrangements

The Head teacher will update the equality information we publish, described in sections 5 above, at least every year.

This document will be reviewed by Resources, Standards and Curriculum Committee and the Head teacher at least every 4 years.

This document will be approved by Resources, Standards and Curriculum Committee and the Head teacher