



# Equality Objectives

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On 6<sup>th</sup> April 2012 schools were required to publish information showing how they comply with the new equality duty and setting equality objectives. They need to update the published information at least annually and publish objectives at least once every four years.

Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

These are often referred to as the three aims of the general duty equality duty.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and

consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.					
Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring and Evaluation
Keep Children safe from bullying behaviour - develop Respect for other people	Pupil Questionnaire – 'The school deals with bullying well' Strongly agree – 75% Agree - 17% Lowest score in pupil questionnaire	Introduce new behaviour policy and reward / house system. Assemblies / rewards highlighting Respect behaviour in line with new policy	Reduction in the number of bullying / racist incidents recorded in CPOMS.	EM / DM	Monthly / half-termly audits of behaviour incidents – records in CPOMS
Improve children's knowledge and understanding of differences between people, such as LGBT	PHSE curriculum lacking detail about LGBT issues / differences between people.	Amend the PHSE curriculum to include the teaching of LGBT issues/differences.	Children demonstrating tolerance, understanding of differences between people in lessons and around school.	LM	Termly audit of CPOMS – homophobic language used

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.					
Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring and Evaluation
Raise attainment of boys in reading	KS2 data 2016 Median scaled score boys 97 girls 102	Change the way which we teach guided reading – moving to a 'reciprocal Reading' model.	Boys reading to be at national average by 2017	DM	Tracking progress Pupil interviews – Growing Great Learners programme

		Focus on using higher order questioning from Bloom's Taxonomy.			Pupil Progress interviews
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Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.					
Objective	Evidence Source	Actions	Success Criteria	Lead Person	Monitoring and Evaluation
Ensure all children visit places of worship or have a visiting cleric etc. as part of RE curriculum	Long, medium, short term planning. Children's written responses Photographic evidence of visits.	Visits planned across each year group according to long term plan	Children understand that they are part of a multi- faith society and learn the values of other religions	NR	Number of visits How do visits enhance the quality of teaching and learning of RE throughout the school?