



# **QUEEN VICTORIA PRIMARY SCHOOL**

## **Government Statutory Policy**

# **Equality Information and Objectives Statement**

<b>Policy Number:</b>	<b>Government Statutory Document 25a</b>
<b>Approved by:</b>	<b>LGB Meeting 4<sup>th</sup> October 2023</b>
<b>Next review due date:</b>	<b>October 2024</b>

***All are welcome at Queen Vic as they develop into pioneers of their own learning, whilst reaching beyond their horizons to become value citizens of the future***

## **Equality Information and Objectives**

At Queen Victoria Primary, Our vision and core values are at the centre of everything we do, through our curriculum, our teaching and learning, our behaviour for learning and our policies and procedures.

Our children are at the heart of everything we do; we create a safe environment where they can grow and take risks as they develop their unique gifts. We welcome all families to join us as pioneers. As a school, we understand the importance of breaking down barriers to learning, allowing children access to a consistent, high-quality education, embracing individual needs, background and protective characteristics. We are respectful of ourselves and others. Our curriculum enables all of our children to open their minds with a range of rich and varied experiences that go beyond the local community to engage, inspire and broaden their horizons.

## **Aims**

Queen Victoria Primary School has a commitment to meet its obligations under the Public Sector Equality Duty (PSED) 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
- For good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## **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
- [Public Sector Equality Duty: Guidance for Schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### **Roles and responsibilities**

Operating within the framework of Secure Autonomy as a member school of Stour Vale Academy Trust, the local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated to staff, children 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 equality link governor is Reverend Samantha Haggerman who will:

- Meet with the designated member of staff for equality every term (this will be a part of the designated LGB meeting schedule), 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 local governing body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and children in the school
- Meet with the equality link governor every term as part of a scheduled LGB meeting (where the Headteacher is the designated member of staff for equality) to raise and discuss any issues
- Monitor success in achieving the objectives and report back to the local governing body

The designated member of staff for equality (where this is not the Headteacher) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and children
- Meet with the equality link governor every term as part of a scheduled LGB meeting to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and arrange training as necessary

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **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 local governors are regularly reminded of their responsibilities under the Equality Act and an Equalities Impact Assessment is carried out when deemed necessary.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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 the local governing body aware of these as appropriate.

## **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 staff and children that 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. In fulfilling this aspect of the duty, the school will:
  - Analyse publicly available attainment data each academic year showing how children with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and share this information with governors and staff through the school's self-evaluation form and improvement plan, if appropriate.
  - Analyse available data (e.g., attendance, attainment, progress, behaviour) in school each academic year showing how children with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and share this information with governors and staff through the school's self-evaluation form and improvement plan, if appropriate.

## **Fostering good relations**

Secure autonomy enables and supports schools to build good relations within their own communities and contexts in the way which works best for them, and the Trust maintains good relationships with neighbouring trusts and LAs and is committed to working collaboratively to promote equality. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- being committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third-party provider. School leaders will monitor this education provision to ensure that children acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens;
- aiming to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, children, parents, governors, local communities and other partners about education and equality issues;
- fostering positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures, and activities;
- ensuring that our staff and local governors who plan, agree, and deliver our education provision recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs, and understanding differences. Behaviour will reach our high standards of conduct (staff, volunteers, and pupils) and the learning environment we provide will be safe and accessible for those studying and working;
- making every effort to create equality of opportunity for employees, ensuring opportunities are accessible and fair to all. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to the working environment and opportunity to undertake the job role successfully.

### **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. The school keeps examples of a written record known as an Equality Impact Assessment (see Appendix) to demonstrate how we have actively considered our equality duties and asked ourselves relevant questions.

### **Equality objectives**

**Objective 1:** To deliver a curriculum that promotes and celebrates diversity including race, gender, belief, religion, SEN or disability, vulnerability and socio-economic background. To teach children the importance of awareness and appreciation of how everyone is different and how this should be celebrated within our community. To develop our children's understanding of how each one of them plays an important role in society.

**Objective 2:** To ensure maximised pupil outcomes for all groups of learners including race, gender, EAL, belief, religion, SEN or disability, vulnerability and socioeconomic background.

**Objective 3:** To maximise opportunities and achievement for all groups of children race, gender, EAL, belief, religion, SEN or disability, vulnerability and socio-economic background. Reviewing levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

**Objective 4:** To promote the importance of good attendance for all groups of children including to explore and understand the reasons for the disproportionately higher absentee levels of PP pupils and begin to improve attendance rates of these pupils.

### **Monitoring arrangements**

The governors will update the equality information we publish at least every year.  
This document will be reviewed by governors annually.  
The local governing body will approve this document.

### **Links with other policies**

This document links to the following policies:

- Staff Code of Conduct
- Staff Disciplinary Policy
- Staff Absence Management Policy
- Behaviour Policy
- SEND Policy
- Child Protection Policy and Procedures

### **GDPR - PERSONAL DATA**

This policy is collecting personal data and accordingly adheres to the principles of data protection law. Further information on the lawful basis of using personal data can be found in the school's privacy notices. The personal data obtained will also be managed in line with the school's data retention policy. For further information, please refer to the school's data protection policy."

Policy Reviewed: October 2023  
Next Review Due: October 2024

## Appendix: Equality Impact Assessment

Question		Response	
1. Name of policy or activity being assessed?			
2. Summary of the aims and objectives of the policy?			
3. What involvement and consultation has been done in relation to the policy?			
4. What involvement and consultation is planned in relation to this policy?			
5. Who is affected by the policy?			
6. What are the arrangements for monitoring and reviewing the actual impact of the policy?			
Protected characteristic group	Is there potential for positive or negative impact?	Explanation & details of any evidence / data used	Action to address negative impact (e.g. adjustments to the policy)
Disability			
Gender reassignment			
Marriage or civil partnership			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			