



Akaal
Primary School



Equality information and objectives

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1. Aims ~ Prevent Discrimination = Support Equality

Our school aims 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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

*Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

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](#).

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

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 three 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 among 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.

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

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › 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 and after-school clubs)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above 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)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 acceptance, 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
- › 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

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

All of our current equality objectives are extracted from the School Improvement Plan for 2022-23. Please refer to this and other supporting documents which detail the progress we are making with these objectives.

Objective 1

Family & Community Engagement, Involvement & Support

Why we have chosen this objective: The Governing Board wishes to further develop and embed partnership working with parents, families and the community, resulting in cohesive promotion of the school by all stakeholders. This is in accordance with the Board's key objective of ensuring the voices of stakeholders are heard.

To achieve this objective we plan to:

Develop the school as a community hub as envisaged in our original application to the DfE. A room in the building next to the hall was specially designed for this purpose. We want to strengthen the Home-School link and visit families before a child joins the school and establish a continuous link with families to improve attendances: a position Home-School Coordinator is planned. This would increase after-school activities involving parents, e.g., homework help, faith advancement, holding social events, Punjabi classes and initiating new community projects through external funding.

Issue a parents & families questionnaire in Spring 2023, focusing on communications and perceptions of the school. Results will be collated and followed up.

Further consultations will be undertaken in subsequent months and will include regular updates and opportunities for discussion on the MAT process being undertaken in 2022/23.

Objective 2

Excellence in Education – Wider opportunities for the development of the whole-self

Why we have chosen this objective: The School is proud of the Ofsted grade of "Outstanding" in Personal Development it was awarded by Ofsted in their March 2022 inspection. A subsequent review has identified further enhancements which could be made.

To achieve this objective we plan to:

- Implement the SEND passport to ensure pupils have SMART targets.

- To rigorously monitor progress and ensure SEND pupils are enabled to achieve in line with their peers.
- To devise and implement an effective learner passport (extension of the SEND passport) which includes attributes, human qualities, characteristics and other elements of the Personal Development curriculum as well as academic outcomes / achievements.
- To develop our behaviour management strategy in line with research-based guidance, to produce a strategy more in line with our ethos.

Objective 3

Increased parental / family transparency & understanding of learning expectations

Why we have chosen this objective: We understand the fundamental requirement for our pupils' parents and families to understand the expectations of learners in each group, and why things are taught in the way they are. Many of our families represent different cultures and may have experienced education methods and systems in different parts of the world. It is important that these pupils are not subsequently disadvantaged as they adjust to the requirements of the National Curriculum.

To achieve this objective we plan to: We will share responsibility for pupils' successful attainment with parents by providing support to understand learning strategies and key approaches to specific concepts.

Objective 4

Further enhance the Sikh identity of the school, focusing particularly on greater prominence and visibility of ethos set within a multi-faith learning culture.

Why we have chosen this objective: The Governing Board believe that there is scope to sharpen the vision and ethos of the school by being more informative and transparent as to how the influence of the Sikh pillars impacts on organizational and management decisions about approaches to learning.

To achieve this objective we plan to: increase the number of Sikh staff within the staffing structure in accordance with the terms of the Equality Act and Governance Handbook. Provision is also made therein for the representative of the Singh Sabha Gurdwara to be involved in the appointment of a teacher. Links with the SSG will be strengthened by more active engagement between it and the school community.

9. Monitoring arrangements

The full governing board will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Finance, HR, Audit & Risk Committee every 3 years.

This document will be approved by the full governing board.

We are committed to equal opportunities for all, irrespective of ethnicity, gender, sexuality, disability or religion. We will monitor the impact of this.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Dignity at work
- Behaviour
- Remote learning