

EQUALITY OBJECTIVES



CLAINES
CE PRIMARY SCHOOL

AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

Approved by: Full Governing Body **Date:** 11.11.19

Last reviewed on: 8.3.21

Next review due by: March 2022



EQUALITY OBJECTIVES

In 2012, schools were required to publish information showing how they comply with the new equality duty and set 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 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.

Objective 1: Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

SMART objective: To continue to record and respond appropriately to all cases of harassment or bullying, including that of a sexual or racial nature.

Why we have chosen this objective: The drive for continued school improvement and the continued focus on the high profile of British values within school.

To achieve this objective we plan to:

- *Review systems for recording and dealing with incidents
- *Provide specific British Values displays throughout the school year.
- *Run E-safety workshops for pupils and parents
- *Invite a barrister in to talk to Y6 about the age of criminality and the consequences of discrimination, harassment and victimisation
- *Facilitate anti-bullying workshops
- *Develop pupils' learning and first-hand experience of different faiths and cultures
- *Audit the teaching of British Values across the school.

Progress we are making to achieving this objective:

All systems for recording and reporting incidents in place. British Values continue to be discussed and promoted through assemblies (including virtual assemblies), and evident in displays around the school. Pre-COVID, a barrister came into school in the summer term to speak with Y6 pupils for a whole morning. This is planned to continue in the summer term for each class and we will invite them to host a virtual meeting if COVID restrictions are still in place.

Anti-bullying workshops have been held with all year groups, it is continuously discussed in assemblies and we celebrate Anti bullying week each November.

Numerous trips to Multi faith places of worship took place pre-COVID and will continue when restrictions allow.

Objective 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

SMART objective: Narrow the attainment gap between boys and girls in Reading and Writing, by boys making better progress than girls in Reading and Writing.

Why we have chosen this objective: Data from 2018-19 shows that only 79.2% of boys are working at ARE and above in Reading, compared to 90.3% of girls across the school. Only 72% of boys are Writing at ARE and above, compared to 81.5% of girls.

To achieve this objective, we plan to:

- *Monitor boys' progress in reading and writing at termly pupil progress meetings
- *Provide more opportunities for staff to discuss pupils' work and moderate judgements
- *When appropriate, focus reading and writing interventions in class to enable boys to make better progress.
- *Purchase books and create environments that engage boys with reading
- *Use class texts that engage boys
- *Create writing opportunities that appeal to boys

Progress we are making to achieving this objective:

Purchased numerous books and online resources to engage boys. Careful planning of texts to use in class to especially engage and motivate boys, as well as girls.

At the end of 2019-20, 77% of boys and 82% of girls were at ARE or above for Reading. The proportion of boys and girls above ARE in Reading was equal, at 28%.

At the end of 2019-20, 74% of boys and 82% of girls were at ARE or above for Writing. The proportion of boys working above ARE in Writing was 16% and girls was 24%.

**These proportions are lower than previous scores as the school had been closed due to COVID from March 22nd 2020.*

Therefore, the gap between boys and girls in Reading has reduced from 11.1% to 5%, and from 9.5% to 8% in Writing.

Progress towards these objectives will be monitored by the GB as part of the review of the School Improvement Plan.