

Tylers Green First School



Equality information and objectives

September 2024

1. Aims

At Tylers Green First School, children come first. We believe that our children should be at the heart of all decision making and this approach underpins all of our policies.

We believe that all of our children should be:

**Safe
Happy
Creative
Learning
Successful**

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

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

The designated member of staff for equality is Laura Gregory. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 at INSET. The School's equality objectives are promoted within the staff handbook.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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
- 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:
- 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 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.
- Working with our local community. This includes 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

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

Objective 1: Enhance adaptive teaching to ensure that all pupils including our most vulnerable, make good progress across the curriculum.

Why we have chosen this objective: The characteristics of pupils attending the school are changing due to a low birth rate in the village. The number of our pupils who are out of catchment has increased and our demographic is becoming more diverse. School staff need to be aware of the relative attainment of pupil groups in school and know how to adapt the curriculum and teaching in order for children in those groups to make good or better progress.

To achieve this objective we plan to: Undertake a termly analysis of pupil contextual and attainment data by characteristic to identify trends within school. Maintain a programme of high quality CPD for all staff, including supporting the use of adaptive teaching.

Progress we are making towards this objective: Assessment systems continue to support this objective, staff understand the need for the narrative and context around assessment levels when not expected. Recent teacher CPD has focused on how to address additional needs and gaps in knowledge via quality first and adaptive teaching. There is a robust programme of support for vulnerable groups including 1:1 tuition, external advice and small group interventions.

Objective 2: Ensure that our curriculum addresses diversity, vocabulary and the school's unique values, including race, religion, gender and sexuality.

Why we have chosen this objective: Our school community continues to grow and we are constantly seeking to reflect our children and families within the curriculum we deliver. We must be pro-active in addressing the changing characteristics of pupils attending the school over time.

To achieve this objective we plan to: Review our curriculum each year to ensure that the topics we teach are relevant, engaging and reflect our school community and children. Invest in new library books (fiction and non-fiction) that are diverse in their characters,

themes and content. Take an active part in and recognize significant national and international events that celebrate diversity.

Progress we are making towards this objective: Our curriculum is becoming more diverse in its content. Our library reflects diversity, the achievements of and role models from our local and wider community. Assemblies focus on the promotion of respect for each other regardless of race, religion, gender or sexuality.

Objective 3: Ensure all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school, ensuring access and engagement for our whole school family.

Why we have chosen this objective: To improve opportunities for all parents and families to engage with school.

To achieve this objective we plan to: Meet with parents of SEN pupils and have termly check ins with parents of pupils receiving pupil premium. Pupil premium children will have the opportunity to attend extra-curricular clubs and parents will be signposted to support and to make links with school based initiatives e.g. maths mornings, phonics workshops.

Progress we are making towards this objective: Regular meetings with parents of children with additional needs on a request basis. Links have been made with Family Support services and parents of pupils with SEN have had support for transition and appealing against EHCP decisions.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years.