



**Heathfield**  
PRIMARY SCHOOL



# Equality Objectives

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**UNITED WE ARE  
WORLD CLASS**

The Prince Albert Community Trust  
**Heathfield School Equality Objectives**

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## Aims

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

## Legislation

The Equality Act 2010 requires us to publish specific and measurable Equality Objectives. Our Equality Objectives are based on our analysis of data and other information. Our Equality Objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our Equality Objectives.

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.

## Roles and Responsibilities

The Academy Committee 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 Head of School.

The Head of School 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 (Amanda Shotter) will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head of School 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 the Equality Objectives section.

## 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 Academy representatives 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. Responsibilities under the Equality Act are summarised within the staff journal along with the school Equality Objectives and Equality statement.

The Trust has a designated member of staff for monitoring equality issues, who works closely with the Lead Practitioner for Inclusion and SEND on equality issues. They regularly liaise regarding any issues and make senior leaders 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 people which 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)

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 above data 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

## **Fostering Good Relationships**

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. 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 organising school trips and activities based around the local community and inviting members of the local community in to school to join in with school events.
- 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.

## **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 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.

## Equality Objectives

**Objective 1:** To narrow the gap in attendance for pupils with SEND by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance.

Why we have chosen this objective: There is currently a difference between the attendance of our pupils with SEND compared to our pupils without SEND. We want to ensure that pupils with SEND attend as often as they can in order to have a positive impact on their progress.

To achieve this objective we plan to: Monitor attendance as an SLT team on a daily basis and support families where there are concerns around attendance. Complete parent meetings with parents of children with SEND who are persistently absent to see how we can support. Early Help will be used to facilitate additional support for these families.

Progress we are making towards this objective: N/A as this is a new objective.

**Objective 2:** To narrow the gap in attainment in reading, writing and Maths between disadvantaged and non disadvantaged pupils..

Why we have chosen this objective: There is currently a gap in attainment between disadvantaged and non disadvantaged pupils which we are looking to reduce.

To achieve this objective we plan to: SLT to analyse the data in significant detail, looking at individual pupils who are not on track for ARE or who are falling behind and putting targeted interventions in place to close the gap.

Progress we are making towards this objective: N/A as this is a new objective.

**Objective 3:** To ensure that all learners with Special Educational Needs and Disabilities make good progress, narrowing gaps in achievement where they exist.

Why we have chosen this objective: To ensure we all have high expectations of pupils with SEND and are always striving towards ARE. We also want to focus on the progress pupils are making to ensure that good progress is made over time even if ARE is not achieved.

To achieve this objective we plan to: Support teachers and TA's to use the Birmingham toolkits to accurately assess pupils with SEND in English and Maths. Provide staff training to enable staff to accurately judge progress and set clear expectations for progress across school. SLT will complete rigorous moderation at each assessment period to ensure assessment judgements are accurate and progress judgements are accurate.

Progress we are making towards this objective: N/A as this is a new objective.

**Objective 4:** To review levels of pupil engagement in school life, across all activities to ensure equity and fairness in access.

Why we have chosen this objective: To ensure that all pupils are being given the opportunity to participate in extra curricular activities and enrichment events.

To achieve this objective we plan to: Analyse the data on the groups of pupils already attending out of hours provision including breakfast club and Friday club. Ensure that under-represented groups are targeted and encouraged to attend.

Progress we are making towards this objective: N/A as this is a new objective.

## Links to other policies

This document links to the following policies:

- PACT Equality Policy
- Accessibility plan
- Risk assessment
- Supporting children with medical conditions policy

## **Review**

This policy will be reviewed and updated annually. New Equality Objectives will be published at least every 4 years.