

Equality information and objectives

Charles Darwin Community Primary School



Equality Objectives Statement and compliance with the public sector equality duty

At Charles Darwin Community Primary School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Charles Darwin Community Primary School is situated in the Castle area of Northwich and serves a mixture of Local Authority council housing, Housing Association rented, privately rented and owner occupied housing. 30% of pupils are eligible for Pupil Premium with 89% describing themselves as “White British”

Approved by: Adam Croft / Graham Emmett

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1. Aims

Charles Darwin Community Primary 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 body 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 equality link governor is Graham Emmett. He will:

- Meet with the designated member of staff for equality every term 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 full Governing Body regarding any issues

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 Annie Barrow.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues. 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.

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

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 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 (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

6. Fostering good relations

Charles Darwin Community Primary School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Following the No Outsiders programme.
- 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 (PSHCE) 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

Charles Darwin Community Primary 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

Objective 1: *Have in place a reasonable adjustment agreement for all staff with disabilities by July 2022, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

- Minority of staff members have individual physical needs necessitating amendments to daily practice.

To achieve this objective we plan to:

- Work closely with staff to ensure all appropriate provision is in place

Progress we are making towards this objective:

- Alternate working equipment (ergonomic chairs / higher tables) have been purchased for three members of staff. Staff say they are content with amendments put in place.

Objective 2: To narrow the gap between boys' and girls' achievement at the end of EYFS, and KS2

Why we have chosen this objective:

- Fewer boys than girls achieved Good Level Of Development at end of EYFS in 2019 (70% boys compared to 96% girls)
- Fewer girls than boys achieved the expected standard in Reading, Writing and Maths combined at the end of KS2 in 2019 (84% boys and 75% girls)

To achieve this objective we plan to:

- Introduce more boy friendly topics and reading materials.
- Continue to focus on any gender imbalance during pupil progress meetings.

Progress we are making towards this objective:

- Similar percentages of boys and girls achieved the expected standard in the year 1 phonics screening check (boys 82% and girls 86%)
- In Reading, Writing and Maths combined at end of KS2 2019, equal percentages of boys and girls achieved the higher standard (11%)
- No published data available for 2019'20, 2020'21 or 2021'22

Objective 3: To narrow the gap between the percentages of disadvantaged children and of others achieving a greater depth of understanding at end of EYFS, year 1 phonics and end of KS2

Why we have chosen this objective:

- Fewer disadvantaged than non-disadvantaged achieved the expected standard in Reading, Writing and Maths combined at the end of KS2 in 2019 (71% disadvantaged and 85% non-disadvantaged)
- Fewer disadvantaged than non-disadvantaged achieved the higher standard in Reading, Writing and Maths combined at the end of KS2 in 2019 (5% disadvantaged and 15% non-disadvantaged)

To achieve this objective we plan to:

- Identify children who fall in the lowest 20% of early language acquisition and provide one-to-one intervention
- Identify individual's gaps in phonics and provide one-to-one intervention for the 20% with the most gaps
- Identify lowest 20% of readers in KS2 and provide one-to-one/small group intervention
- Identify children performing in the lowest 20% in maths and provide small group tuition

Progress we are making towards this objective:

- Similar percentages of disadvantaged and non-disadvantaged achieved the expected standard in the year 1 phonics screening check (disadvantaged 83% and non-disadvantaged 84%)
- A higher percentage of disadvantaged than non-disadvantaged achieved GLD in 2019 (disadvantaged 100% and non-disadvantaged 79%)

Objective 4: To provide all children with opportunities to notice, celebrate and develop resilience and positivity around diversity.

Why we have chosen this objective:

- The majority of the Charles Darwin CPS community describe themselves as "white British." We believe it is essential that we further expand their knowledge, understanding and appreciation of wider cultures and ethnic groups.
- It is essential that our children are accepting of one all members of our community and given fair and equal opportunities to develop their full potential regardless of their gender, transgender,

ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability

To achieve this objective we plan to:

- Continue the “No Outsiders” programme of work for the entire school.
- Actively encourage representatives of different faiths to lead assemblies and meet with our children.
- Weekly Picture News assembly

Progress we are making towards this objective:

- No Outsiders adopted Summer term 2018.
- Majority of children are confident and knowledgeable when speaking about equality and respect for all

9. Monitoring arrangements

The Governing Body will update the equality information we publish, [described in sections 4-7 above], annually.

This document will be reviewed by the Governing Body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan