

EQUALITY INFORMATION AND OBJECTIVES

INFORMATION POLICY

May 2022

Responsibility: Nicki Starling

Approved by Governors: 3.5.22

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Dovers Green School believe that all children and staff deserve provision for the best opportunities for working and learning within a suitable environment including persons who have a protected characteristic under the Equality Act of 2020: These protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We strive to maintain an ethos which affirms and values all children, parents and staff.

Dovers Green is situated in the Woodhatch area of Reigate which has few minority groups. We, therefore, accept the responsibility of raising children's awareness that other people's lives may be different from their own. We aim to develop their understanding that all groups in our society are of equal importance and that different cultures have shared values.

1. 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

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher. The equality link governor is Chris Harvey. They 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 board 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

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.

Where necessary, training will be provided on the policy and all staff will know their responsibilities and receive support in carrying these out.

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

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. We will also invite external speakers to contribute when appropriate.
- 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

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

Objective 1

To ensure that reading material available reflects a wide range of cultures, disability, religions or beliefs, sex and sexual orientation and families.

Why we have chosen this objective:

- Finding a character who is like you is one of the most powerful reason for enjoying a story. Knowing that a range of characteristics including one who may be living a life like yours, will be in a story opens a door for children. In the Centre for Literacy in Primary Education 2019 survey of 2019 only 4% of the children's books published in the year had a BAME central character. 14% of children at Dovers Green come from a minority ethnic background and there are a number of children living in LGBT families which means there is only a small chance that they will be reading a story with a child in a family which is anyway like theirs. It also means that their friends won't see them represented in a book either.
- Books bring visibility to cultures different from our own.
- Reading builds community unity and inclusivity.
- Reading creates openings for discussions about what is happening in current events (local, national or international.)
- A diverse range of books enable children to recognize that we are all much more similar than different.
- To achieve this objective we plan to:
- Ensure when ordering/replacing books that we source as many diverse books as possible.
- Ensure that these books are read regularly as part of daily class reading.

Progress we are making towards this objective:

- £1000 has been spent on a range of diverse books.

Objective 2

To ensure that the curriculum represents diversity.

Why we have chosen this objective:

- In our increasingly diverse and multicultural society it is important that teachers incorporate culturally responsive teaching in the classroom in an age appropriate way. The increase of diversity does not only relate to race and ethnicity, it also includes children of different religions, economic status, sexual orientation, gender identity and language background.

To achieve this objective we plan to:

- Ensure that diversity is represented in topics when it is appropriate.
- To increase links with the community so that they can support the school in its work to increase diversity by for example coming in to school to talk to the children.

Progress we are making towards this objective:

- May 2021 - Curriculum review is underway.
- May 2022 - Teachers ensure that planning takes into account diversity and our multi-cultural sSociety.

9. Monitoring arrangements

This policy will be reviewed at least every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Special Educational Needs and Disability Policy