

Equality Objectives Update – April 2018

The Equality Act 2010: What it means for every school:

Since 6 April 2011 all public bodies, including all local authorities and all schools have been bound by what is known as the Public Sector Equality Duty (Section 149 of the Act). This replaces previous statutory duties on race, gender and disability and covers new protected characteristics. Schools and local authorities have: a) a general duty and b) two specific duties.

The general duty to promote equality

Schools must have due regard to the need to:

1) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;

2) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it 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

3) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. Schools need to consider how they tackle prejudice and promote understanding through:

- the curriculum
- community cohesion
- anti-bullying policies

Specific duties

There are 2 specific duties for schools:

1) To publish equality information - which shows compliance with the duty (by 6th April 2012 and thereafter annually)

2) To prepare and publish one or more equality objective (6th April 2012 and again no more than 4 years later)

This is a summary of the objectives that have been set for our school. The objectives will be reviewed annually and may be changed as a result of this.

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Equality Objective	Update of Objective	Comments
To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.	Curriculum 2014 fully embedded, co-ordinators identifying where in each subject SMSC continues to be promoted, particularly in relation to equality and diversity. SMSC promoted at every opportunity by all staff. An increase in number of visits, visitors and parental workshops to further promote SMSC, including links to the local church, school council and assemblies. Pupils also took part in a Paralympics event.	Continue to promote SMSC as part of all curricular activities. Continue to arrange a wide range of visits/visitors to support children's understanding.
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.	Monitoring of pupils' work in books, planning and teaching reveals teachers ensure prejudice is challenged, while equality is promoted; including images displayed around school.	Continue to challenge prejudice, while promoting equality at all times.
To move beyond notions of fixed ability and to model teaching and learning behaviours that avoid labelling.	Half-termly pupil progress meetings take place, ensuring all pupils are provided with challenge; and the curriculum remains fully inclusive of all children regardless of ability. Interventions provided to support children's progress. School also adheres to the Supporting Children at School with Medical Conditions policy.	Continue to plan interventions, while closely monitoring all pupils' progress. *Ensure challenge is provided for HA pupils.
To 'diminish the difference' between pupil groupings.	Half-termly pupil progress meetings also focus on pupil groupings – including gender. Any gap between pupil grouping attainment is quickly identified and closely monitored; leading to the gap between pupil grouping attainment is diminished/narrowed.	Continue to monitor pupil groupings; ensuring attainment remains at least in-line.
To promote cultural development and understanding through a rich range of experience, both in and beyond the school.	School plans an annual focus week, enabling pupils to participate in a range of cultural experiences, including meeting visitors from a range of cultures. School has forged links with a school in Sri Lanka, writing letters – and visiting teachers from each school. Regular visits and visitors take place (including a range of assemblies), with opportunities to promote children's cultural development.	Continue to plan a range of cultural experiences for children, with a focus on first-hand experiences, both in and beyond school.
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.	School participates in anti-bullying week, where children enter competitions to promote anti-bullying. Anti-bullying remain regular topics for whole-school assemblies. All classes have a worry box and circle-time is included on all timetables. Online-safety also remains a regular assembly topic, with visits from PCSO and Police, ensuring children remain aware of cyber-bullying and how to deal with it. Termly updates reported to Governing Board. School has also introduced a student counsellor (one lunch time per week) and takes part in NSPCC assemblies and workshops.	Continue to promote anti-bullying through assemblies, circle-time and a range of anti-bullying activities – with a focus on all forms of bullying.

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To tackle prejudice and promote understanding in relation to people with disabilities.	Monitoring of planning and teaching reveals teachers ensure prejudice is challenged, while equality is promoted; including images displayed around school. Children participate in visits to local people with disabilities, to share experiences with them and learn about living with a disability i.e. Rugeley Blind and Partially Sighted Club. School also participated in a 'Paralympics' themed PE lesson, enabling them to experience dealing with a disability.	Continue to provide opportunities for pupils to experience, first-hand, people with disabilities.
To provide opportunities to support and improve attendance for all pupils throughout Chancel Primary School.	Several initiatives are in place: termly attendance certificates, attendance badges for 100% attendance, tea with Head-Teacher, fantastic attendance cup – awarded to class with best attendance, meetings with parents to discuss attendance, meeting with medical staff to promote attendance of children with illnesses.	Continue to promote good attendance, while ensuring penalty notices are issued as required.
To develop and promote the use of positive imagery, promoting a wide range of faiths and cultures throughout Chancel Primary School.	An annual focus week is planned for the whole school. Assemblies focus on a range of faiths and cultures, including use of the school festivals board and festivals display. A cultural corner has been established, enabling children to immerse themselves in a wide range of faiths and cultures – class teachers use cultural corner texts and/or artefacts to share in class assemblies. Children will be taking part in the Derby Faith Trail. School ensures pupils participate in a wide range of community events and activities, including: supporting the local Foodbank (inviting to school events and arranging an annual visit); organising grandparents' afternoons, enabling elderly members of the community to come together; reading to members of local sheltered accommodation; singing (via school choir) to members of the community: at services, concerts, sheltered accommodation, local supermarkets, local events; visiting the council chambers to speak with local councillors about elections and duties.	Continue to promote a wide range of faiths and cultures, while inviting more visitors into school.