



Seamer and Irton CP School

Equality information and objectives statement for publication



Policy name	Equality information and objectives statement for publication
Frequency of review	Annual
Governor lead	Helen Mallory
Lead member of staff	Robert Webb
First published	March 2024
Reviewed on	March 2025
Reviewed by	Governing Board
Next review	March 2026

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 implementation of the policy on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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 and current staff receive training on the Equality Act through the National College Online *Certificate in Equality, Diversity and Inclusion* as part of their induction and all staff receive refresher training.

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 that 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:

- Where relevant and appropriate data exists, we will report attainment data each academic year to the governing board, 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 where appropriate
- 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. 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 develop 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

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
- Is not in conflict with any cultural or religious beliefs

If in doubt, staff are proactive in contacting parents to discuss how activities can be adapted to ensure inclusivity.

8. Equality Objectives (2024-2028)

Our Equality Objectives reflect the School's priorities and draw upon available data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

Our Equality Objectives are:

Equality Objective	Actions to achieve the objective	Progress Notes
a) Undertake an analysis of attainment and progress data and trends with regard to race, gender and SEND in order to close identified gaps in attainment amongst disadvantaged children.	SEND team and assessment coordinator to work together to analyse data. Focus on disadvantaged groups in pupil progress meetings. Use findings to inform school development plan.	Oct 2024 – White Rose Maths introduced to support learning in small steps to support all pupils, particularly those with SEND. Jan 2025 – FFT introduced to support this and used as part of pupil progress meetings.
b) To increase awareness and understanding by children of different communities and cultures through the PSHE curriculum and Black History units of work across the school.	Monitor the implementation of the newly purchased PSHE scheme. Conduct pupil conferencing. LA Adviser to support history coordinator in developing black history units.	Sept 2024 – KAPOW PSHE scheme of work launched. Oct 2024 – History lead contacted Black History Trust for curriculum advice. Black history curriculum under review.
c) To promote and encourage participation by children in extra-curricular life of the school, including leadership opportunities and to make positive contributions to school life.	Analyse the participation of disadvantaged groups of pupils in extra-curricular activities. Encourage disadvantaged pupils to attend clubs through direct conversations with pupils and parents. Conduct pupil conferencing on extra-curricular activities and look to extend our extra-curricular offer. Share the club list with parents via newsletter and social media.	Spr 2025 – SENDCo has begun to compile a list of disadvantaged pupils' participation in extra-curricular clubs. Work on inclusion passports has begun. Clubs list updated half-termly and shared with parents.
d) To raise awareness of the impact of bullying, especially where this relates to protected characteristics, including reducing the incidence of the use of sexist, homophobic and racist language by children within the school.	Take part in Anti-bullying week by engaging with available resources and speakers. Provide staff training focusing on the protected characteristics. Provide pupils with assemblies which refer to the protected characteristics. Refer to the protected characteristics to pupils and parents when such incidents happen. Provide parents with information about the protected characteristics through newsletters and social media at appropriate times, eg. Anti-bullying week or as part of the anti-bullying policy review.	Nov 2024 – Anti-bullying week noted – odd socks day and assemblies. Series of assemblies on British values and school values delivered throughout each term.

e) To ensure that adaptations are made to allow all pupils to access the full curriculum wherever practicable.	Introduce ILPs and provide staff training on target setting. Introduce subject specific provision maps which set out guidance on how each curriculum area might be adapted. Provide training for all teaching and support staff on adaptive teaching.	May 2024 – SMART target training by Lynne. Kilford delivered to all staff. May 2024 - ILPs introduced. July 2024 – TC/CSi/NH completed adaptive teaching course. Sept 2024 – termly learning conversations introduced for parents of pupils with SEND. Sept 2024 – White Rose Maths introduced and training on adaptive teaching and CPA used to drive T&L policy which includes adaptive teaching. Feb 2025 – CSi delivered whole staff training on adaptive teaching. 6 th Feb 2025 – LA SEA report, reported that, <i>'SEND children are covering the same objectives as part of quality first teaching, this is adapted to meet need, all children are included.'</i>
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9. Review of Equality Objectives & Equality Information

The equality objectives are reviewed annually and upon change of relevant legislation. We will monitor the application and outcomes of these objectives and comply to our equality duty to publish progress annually via the Trust's equality information

Contact us

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