

Equality Information and Objectives Policy for Normanby Primary School



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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.

Our school aims to promote respect for difference and diversity in accordance with our values:

Normanby’s vision for all pupils to ‘Enjoy, Believe, Achieve’.

At Normanby Primary, it is our mission to help children ‘Reach for the Stars’ and we have high expectations for good behaviour. As a school, we considered what values and behaviours would help us to achieve more. We decided on four core values:

- **S**elf-belief and determination
- **T**eamwork and kindness
- **A**chievement and success
- **R**espect and behaviour

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The LAC 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 Sadik Alormasor 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 among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The Deputy Head will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor every year 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.

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

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 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above 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).
- Share data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils with the LAC.

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 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

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 within the Vist planning notes (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 tool.

8. Equality objectives

Objective 1

To continue to develop staff and pupils understanding of protected characteristics and British Values.

Why we have chosen this objective: Normanby Primary has pupils who re predominantly from a White British Background. During Summer 2024 riots took place within Middlesbrough, which is in close proximity to our school community.

To achieve this objective we plan to:

Follow the No outsiders programme to enhance our curriculum.

Whole school assembly Plan using a range of resources including Picture News.

Progress we are making towards this objective: This is the second Year of the No Outsiders programme.

Objective 2

Have in place a support agreement for all staff with disabilities and /or medical conditions, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: Through our Better health work we have identified a number of staff who would benefit from adaptations within the work place.

To achieve this objective we plan to:

Ensure bespoke plans are I place around duties and responsibilities for any staff requiring them

Consult with and guide staff to external support such as Education Mutual

Progress we are making towards this objective: Staff who have been identified have risk assessments and adaptations are in place. Ongoing conversations are recorded on Staff Safe.

Objective 3

To improve outcomes for children with SEND; build parental confidence; upskill school staff and strengthen partnerships between school and Parents and Carers.

Why we have chosen this objective:

An increasing number of children have been identified as having neurodivergent needs and are awaiting support from external services.

To achieve this objective we plan to:

Participation in the Partnership for Inclusion of Neurodiversity in schools (PINS)

Further training is planned for February 2025

Progress we are making towards this objective: Some training has been completed by SLT and SEND Lead. Coffee mornings for Parents and Carers are ongoing. Information shared around school and on school Newsletter. Sensory audit has been completed.

9. Monitoring arrangements

The Head of School will update the equality information we publish, at least every year.

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

This document will be approved by the LAC

The LAC will report to the Trustees on the operation of this policy.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment