



# Equality Information and Objectives

**October 2021**

**Date Adopted by LIB ...1<sup>st</sup> November 2021**

**CHAIR OF LIB:- ...A Gardner**

## **Monitoring and Review**

This policy is monitored by the LIB and will be reviewed every two years or before, if necessary. Equality objectives must be reviewed and updated at least once every four years.

**DATE OF REVIEW:- October 2025**

## 1. Aims

The Equality Duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Bacton 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 (race, disability, sex, age (in relation to staff/parents/carers), religion or belief, sexual orientation, marriage/civil partnerships (in relation to staff/parents/carers), pregnancy/maternity and gender reassignment) 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 Local Improvement Board (LIB) will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school (via the website), 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 Head of School (HoS)/ Executive headteacher (EHT).

The HoS/EHT will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Progress towards the objectives will be discussed termly with staff following analysis of attainment data for identified groups/individuals and plans put in place to close gaps
- 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. New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training, as well as an embedded understanding through various other policies and procedures.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our school aims to advance equality of opportunity 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

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with particular characteristics are performing, to determine strengths and areas for improvement, implement actions in response and make this information available
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Have due regard to equality considerations whenever significant decisions are made and will give consideration to the impact of significant decisions on particular groups.

## 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. SMSC aspects and learning about British Values also encourage the fostering of good relations and are an integral part of our planning across the curriculum.
- 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.

## 7. Equality objectives

The Public Sector Equality Duty requires all schools to publish specific and measurable equality objectives. Our present objectives are:

EQUALITY OBJECTIVES			
	<b>To narrow the gap in disadvantaged children attaining the expected standard in KS2 particularly in reading</b>	<b>To narrow the gap in progress between boys and girls (increase progress of boys in reading and writing and girls in maths) KS1 to KS2</b>	<b>To narrow the gap between FSM and non-FSM pupils' attainment in achieving a GLD in EYFS</b>
WHY?	Data from Bacton School performance summary 2018/19 indicates that disadvantaged children's attainment in reading is lagging behind non-disadvantaged children and is well below the national average	Data from Bacton School performance summary 2018/19 indicates that progress for boys between KS1 & 2 in reading and writing lagged behind that of girls and progress for girls in maths for the same period lagged behind boys	Data from bacton School performance summary 2018/19 indicates a lower proportion of disadvantaged pupils making GLD, particularly in number and writing
WHAT?	Each term, analyse disadvantaged children's data with a sharp focus on attainment in reading for disadvantaged groups. Ensure opportunities for	Each term, analyse gender data to monitor if the gap is being closed. Monitor opportunities in learning for both boys and girls to access via well-chosen	Each half term analyse progress towards ELG for disadvantaged pupils. Ensure learning environment, topics, resources etc are particularly engaging for

	additional reading to adults, being read to and phonics where appropriate are exploited. Utilise evidence based interventions and QFT to promote accelerated progress. Ensure reading resources are of a good quality and interest level. Engage parents/carers to support further reading opportunities outside of school.	topics/literature etc. Utilise evidence based interventions and technologies to inspire reading/maths for different genders. Look for patterns in subjects, cohorts or groups of pupils and identify any specific need.	this group. Utilise evidence based interventions to accelerate progress and ensure parents are engaged through Tapestry to further support development at home.
WHEN?	Data analysed termly. Intervention outcomes analysed half termly. Audit of reading provision and resources annually. Engagement of parents termly	Year on year in termly data – aim to observe a closing of the gap for each cohort. Intervention outcome analysis half termly.	Half termly data analysis and intervention analysis. On-going adaptation to learning environment and resources for engagement.
HOW?	Termly data analysis in reading. Monitoring of interventions.	Termly data analysis in reading, writing and maths.	Half termly data analysis.