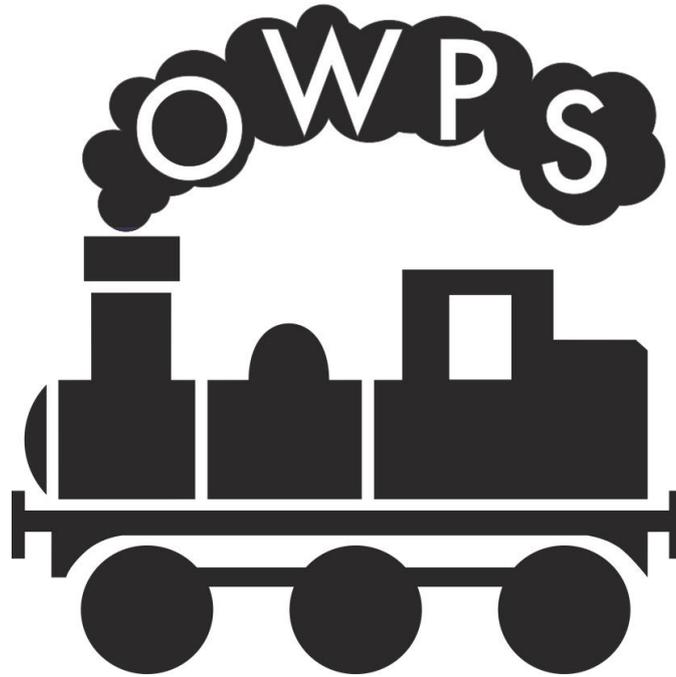


Orton Wistow Primary School



Equality Information and Objectives

Approved by:	Governors
Date Agreed:	Spring 2021
Next review due by:	Spring 2025
Headteacher:	
Chair of Governors:	

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1. Aims

This document describes how the Governing Body of Orton Wistow Primary School intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the school's plans for improvement and information will be published on the school website.

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](#).

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

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 Mark Bewick (Chair of Governors). He 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

The **designated member of staff for equality** will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst 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

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

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 racist 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.
- 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, 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. Monitoring arrangements

The governing board will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality and Diversity Policy

Appendix 1 - Staffing Compliment for Orton Wistow Primary School 2020/21

Staffing Compliment for OWPS 2020/21

	Male	Female	WBRI	AOMB	Disability
Full Time	5	8	13	0	0
Part Time	2	52	51	3	0

Recruitment, Promotion, Performance Pay and Training

	Male	Female	WBRI	AOMB	Disability
Promoted Internally	1	12	12	0	0
Recruited	2	12	13	1	0
Performance Pay Award	1	7	7	0	0
Training Courses	4	40	43	1	0

Salary

	Male	Female	WBRI	AOMB	Disability
Up to £19k	2	43	42	3	0
£20k - £29k	2	4	6	0	0
£30k - £39k	1	9	10	0	0
£40k - £49k	0	3	3	0	0
£50k - £59k	1	0	1	0	0
£60k +	1	0	1	0	0

Grievances, Disciplinary Action and Complaints of Harassment

	Male	Female	WBRI	AOMB	Disability
Grievances	0	0	0	0	0
Disciplinary Action	0	0	0	0	0
Harassment	0	0	0	0	0

Pregnancy, Maternity and Paternity Leave and Family Issues

	Male	Female	WBRI	AOMB	Disability
Maternity/Paternity Leave Taken	0	2	2	0	0
Number of disputes arising within the last 3 years	0	0	0	0	0

Appendix 2 – Objectives for 2021 - 2025

Objective 1		
Why we have chosen this objective:	To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community. Although we have a number of religious / cultural groups within the school, they are minority groups. We want to ensure that their culture and religious beliefs are represented within our curriculum and collective worship.	
Actions	Evidence:	Progress:
<ul style="list-style-type: none"> • RE Lead to ensure that our RE Curriculum represents the faiths of those within our school community • HT to ensure that Collective Worship themes reflect the cultural/religious makeup of the school community. • Teachers/Leaders to utilize the knowledge and skills of different cultural/religious groups within the school when delivering learning. 	<p>RE Curriculum Policy, Curriculum 2.0 documents and Knowledge Organisers</p> <p>Collective Worship plans and sample assemblies</p> <p>Evidence collated as part of SMSC monitoring activities. Teachers/Leaders to record where and when this has happened.</p>	

Objective 2		
Why we have chosen this objective:	To monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs. Prior to this year, we have not collated data to show whether different groups, including those with SEND are represented fairly in extra-curricular activities. Whilst we suspect that they are, we want to ensure that this is happening.	
Actions	Evidence:	Progress:
<ul style="list-style-type: none"> • DHT/PE Lead to collate a data base to show the take up of places within extra-curricular activities • EVC Lead/Office to keep a data base for the uptake of places on residential trips to ensure that all groups are represented fairly and that any barriers are removed. 	<p>Monitor the participation of all groups of pupils with attending clubs/extra-curricular opportunities.</p> <p>Conduct pupil voice surveys to ascertain the views of vulnerable pupils regarding provision.</p> <p>Monitor the incidents of behaviour/prejudice related incidents to ascertain whether there are any trends/patterns.</p>	

Objective 3		
Why we have chosen this objective:	<p>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.</p> <p>Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p> <p>There has been a change in governance and staffing. We want to ensure that all staff involved in the recruitment and selection of staff are aware of their duties.</p>	
Actions	Evidence:	Progress:
<ul style="list-style-type: none"> HT to collate data base of staff involved in recruitment to indicate what training they have had. Gaps in training identified and training undertaken. 	<p>Skills audit of existing governors and senior staff involved in recruitment used to identify training needs.</p> <p>Records and evaluations of training undertaken by staff and governors.</p>	

Objective 4		
Why we have chosen this objective:	<p>To reduce the incidence of the use of homophobic, sexist and racist language by pupils in the school.</p> <p>By July 2025, 90% of the staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey</p> <p>Analysis of data relating to Bullying, Behaviour Management and Protected Characteristics incidence indicates that pupils use homophobic, sexist and racist language. Although this is infrequent, it does not adhere to our PRIDE Code and is something that we would like to reduce.</p>	
Actions	Evidence:	Progress:
<ul style="list-style-type: none"> Anti-Bullying Lead to monitor the use of homophobic, sexist and racist language by pupils in the school as represented in the recording of Anti-Bullying, Behaviour Management and Protected Characteristics incidences Anti Bullying Lead to take appropriate action and to decide whether work needs to be done with an individual, group, Key Stage or as a whole school. Parents informed as necessary. HT to ensure that assembly themes across the year address homophobic, sexist and racist language and that Equality and British Values are represented in a meaningful way. Librarian/English/ Reading Leads to ensure that library stock represents issues of equality and that minority groups are represented as characters within text. 	<p>Annual report from Anti-Bullying Lead on the type and frequency of different types of bullying each year.</p> <p>PRI returns to the LA.</p> <p>HTs reports to Governors.</p> <p>Record of assembly themes and examples of materials.</p> <p>Record of library stock purchased to reflect issues of equality.</p> <p>Evidence of texts used in class linked to issues of equality.</p>	

The progress towards the objectives will be monitored by the Local Governing Body as part of their on-going schedule of evaluation