

Equality Information and Objectives

Navigation Primary School



Working together, Learning together

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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

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 achievement of the objectives on a daily basis to the headteacher

The equality link governor is Richard Laverick They will:

- Meet with the designated member of staff for equality every year 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

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff for equality 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

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
- › 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)
- › 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

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

8. Equality objectives

Objective 1:

To review and amend the curriculum to ensure greater diversity and inclusion with particular regard for BAME history and role models.

Why we have chosen this objective:

There are a growing proportion of BAME children in the school. All children should be able to see themselves reflected in the curriculum. It is also important to acknowledge that throughout history various groups have been marginalised and not had their stories and contributions accurately portrayed or heard. This objective is not only important in terms of social justice or representation, but also in order to ensure greater accuracy and historical truth.

To achieve this objective, we plan to:	Progress we are making towards this objective:
<ol style="list-style-type: none">1. Review history topics in each year group and look for possible links to BAME history that improve historical accuracy:2. Y6 to include lesson on British Empire BAME WWI soldiers and various imperial powers. They also study: Ancient Islamic Civilisation; indigenous peoples of South America; evolution of humanity	<ol style="list-style-type: none">1. We have carried out an initial audit. As we are carrying out the History Mark, our next steps will be to see if there are any more meaningful links to be made.2-9. These points have been identified now they need to be embedded in the children's learning.

<p>in Africa; digital media unit to include BAME/female artist</p> <ol style="list-style-type: none"> 3. Y5 to include the slave trade; Olaudah Equiano lesson (black abolitionist); notes and commentary on free black people to counter the perception all black people were slaves; Earth and space unit to include Katherine Johnson et al; look for African inspired art in digital photography or drawing e.g. Sonia Boyce 4. Y4 to include a lesson on the Roman auxiliaries at Hadrian's Wall (first known black people to be in the UK); in textile unit include diverse examples and artists 5. Y3 to include some examples of local BAME people in the local area unit; in stone age unit reference human migration out of Africa. They also study ancient Egypt 6. Y2 to include work on Matthew Henson in their explorers unit (there are lots resources on twinkl for this); Nino brothers who went with Columbus; Kenya in art unit; map work with non-European country with Kenya. 7. Y1 to include Mary Seacole alongside Florence Nightingale; 8. EYFS to include diverse people in their history topics 9. Assembly rota to be audited and Black History Month to have a greater emphasis next year. 10. All PSHE overview in years to include a unit on celebrating difference 11. New music scheme to include greater variety of artists and genres. 	<ol style="list-style-type: none"> 7. This has now been achieved and is embedded in the curriculum 9. The assembly rota has been audited and we have included a greater number of black British people, rather than Americans. 10. Our new scheme has a strand throughout on celebrating difference. 11. Our new music scheme features composers and genres from a variety of places and backgrounds.
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Objective 2:

To improve the range of books available throughout the school in order that our selection features diverse characters, including those with protected characteristics.

Why we have chosen this objective:

All children should be able to see themselves reflected in the curriculum. It is also important to acknowledge that throughout history various groups have been marginalised and not had their stories heard or their contributions accurately portrayed. We are committed to ensuring the children in our school grow up with a love of reading. Children who are able to see people like themselves and those who are different in literature is important. We hope that reflecting the wonderful diversity in our world through our books will help engage them.

<p>To achieve this objective, we plan to:</p> <ol style="list-style-type: none"> 1. Research general trends and diversity in children's literature 2. Order books for different ages to that include BAME characters, or BAME issues 3. Order books for different ages that include LGBT+ characters, or issues 4. Order books for different ages that include disabled characters, or issues 5. Order books for different ages that include characters / issues faced by alternative family structures / issues e.g. refugees, adopted children. 6. Audit model texts used for writing 	<p>Progress we are making towards this objective:</p> <ol style="list-style-type: none"> 1. This has been undertaken by our reading coordinator. 2. This has been done and the books have been distributed. We are now reorganizing our book stock and reading areas seek to ensure these books can be highlighted and signposted to children at different points. 3. This action will completed soon. 4. This action will completed soon. 5. This action will completed soon. 6. This action will completed soon.
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Objective 3

To support parents help their children in order to improve outcomes for children with SEND

Why we have chosen this objective:

For many parents, realising their child has special education needs or disabilities can be ongoing emotional experience. Nationally, there are endless reports which state that parents of SEND children can often feel isolated. We want to make parents feel supported and valued on this emotional journey. Navigating the various pathways of support, acronyms and disparate advice can often seem bewildering; therefore in addition to emotional support, we want to ensure that we are providing practical advice and help for parents of SEND children.

<p>To achieve this objective, we plan to:</p> <ol style="list-style-type: none"> 1. Reduce the social isolation of parents by starting to run SEND coffee mornings, in which parents can feel socially supported by parents with similar experiences and staff with expertise in SEND, who can offer emotional support and practical advice. 2. Signposting to any supporting materials and information via our school website. 3. Offer individual SEND meeting for parents to discuss the school provision for their children, take their view and offer advice on how to support at home. 4. Work with SENDIASS and the local offer to provide parents with ongoing support. 	<p>Progress we are making towards this objective:</p> <ol style="list-style-type: none"> 1. We have started to run these events. They were well attended and parents / carers, who gave feedback that they enjoyed them and found it beneficial to talk to other parents and professionals about SEND issues. 2. This action has now been completed. 3. These meetings are offered out throughout the year and we are working on encouraging a greater level of attendance 4. We have implemented this well, but due to growing and increasingly complex needs we are thinking of ways we can increase capacity.
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9. Monitoring arrangements

The headteacher supported by the senior leadership team will update the equality information we publish, (described in sections 4 to 7 above), at least every year.

This document will be reviewed by the senior leadership team at least every 4 years.

This document will be renewed and approved by the equalities governor and the senior leadership team on its expiry.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment