



SURREY STREET PRIMARY SCHOOL

Learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met

January 2023

Equality information and objectives

Aims

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.

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.**

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objective as set out in this statement are published and communicated throughout the school, 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 Headteacher

The school's link governor for inclusion and vulnerability is Carolyn Doherty. They will:

- Meet with the designated member of staff for equality every academic term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body 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
- Meet with the equality link governor every academic term to raise and discuss any issues
- Identify 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 later in the document.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies and guidelines 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.

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

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.

Advancing equality of opportunity

As set out in the Department for Education's 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 (for example, pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (for example, enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activity (for example, encouraging all pupils to be involved in the full range of school activities and extra-curriculum provision)

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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, values-based education lesson 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, 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 organizing school trips and activities based around the local community.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps form and develop our approach.

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

Equality objectives

Objective 1:

Surrey Street Primary School recognises that the achievement at the end of key stage 2, in terms of the percentage of pupils achieving at least the expected standard in reading, writing and mathematics, is different for different groups of pupils. Nationally, and in Luton, the proportion of disadvantaged pupils achieving the expected standard in reading, writing and mathematics is below that of pupils who are not disadvantaged.

Therefore, our first equality objective is to diminish the attainment gap between disadvantaged pupils and their non-disadvantaged peers achieving at least the expected standard in reading, writing and mathematics at the end of key stage two to zero. That is, the percentage of disadvantaged pupils achieving at least the expected standard in reading, writing and mathematics will be the same as that of non-disadvantaged pupils.

Objective 2:

Our second priority is based on the recognition that, for pupils with special educational needs and disabilities, both nationally and in Luton, there is an attainment gap at the end of key stage one. This means that the pupils with special educational needs and disabilities are less likely to achieve at least the expected standard in reading, writing and mathematics by the end of key state two compared to

their peers. Although at Surrey Street Primary School pupils recognised as having special educational needs and disabilities perform better compared with how pupils with special educational needs and disabilities for nationally, the attainment of these pupils remains lower than their peers by the end of key stage one.

Our second equality objective is to diminish the attainment gap between pupils with special educational needs and disabilities achieving at least the expected standard in reading, writing and mathematics at the end of key stage two. That is, the percentage of pupils with special educational needs and disabilities achieving at least the expected standard in reading, writing and mathematics has increased.