

# Equality information and objectives

## Dunmow St Mary's



**Approved by:** Governors

**Date:** March 2022

**Last reviewed on:** March 2020

**Next review due  
by:** March 2024

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### 1. 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

### 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, and that they are reviewed and if necessary updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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
- 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 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.

### **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 clubs and societies)

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

- Analyse data each year which shows how pupils with different characteristics are performing to determine strengths and areas for improvement and implement actions in response.
- Identify improvements for specific groups (e.g. declines in incidents of racism or bullying)

## 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 and SMSC 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 our local church to lead assemblies, and organising school trips and activities based around the local community. We also invite people in from the local community to talk with the children on a wide range of subjects.
- 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. 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

### 1. To enable conversations with ourselves about our understanding of issues and ideas related to equality and discrimination.

*Why we have chosen this objective:*

Without asking ourselves big questions we can have areas of misunderstanding or blind spots in our understanding. It takes a lot to open ourselves up to really ask these questions. We don't want the same to be true for the next generation. We hope to have conversations at the right time, addressing issues as they arise, instead of averting our eyes.

*To achieve this objective we plan to:*

Build time into our school calendar so that staff have time to explore and discuss questions around bias and consider their own preconceived ideas.

*Progress we are making towards this objective:*

CPD time has been dedicated towards this.

*What feedback we will provide to governors*

Time dedicated annually to CPD to deliver this objective

Time built into the school calendar to deliver this objective

## **2. To ensure our curriculum is broad and balanced and to expose children to a range of cultures, perspectives, people and celebrations.**

### *Why we have chosen this objective:*

We want to think carefully about the people, ideas and topics we select to ensure they are representative of all walks of life and normalise the success of all groups of people, e.g. Lewis Howard Latimer where previously we might only have mentioned Thomas Edison.

### *To achieve this objective we plan to:*

Have a focus each week that will explore a culture, person or celebration. This will be shared via an assembly with resources and suggested activities for classrooms to continue the discussion. A calendar of events will be shared to highlight different celebrations, nations, people and world events so that we can mark and acknowledge them.

### *Progress we are making towards this objective:*

We have had several themes so far. examples of these include: Stephen Hawking, Taking the Knee, Ada Lovelace, Diwali, Rosh Hashanah.

We have celebrated Black History Month and UK Disability History Month and children have undertaken personal projects on these.

### *What feedback we will provide to governors*

Examples of work  
Calendar of events  
Staff perceptions

## **3. To build cultural capital and critical analysis skills for pupils who attend DSM.**

### *Why we have chosen this objective:*

We want to have discussions with pupils about bias so that they are able to see it and highlight it as well as make informed decisions.

### *To achieve this objective we plan to:*

Update our PSHE scheme so that it more comprehensively addresses issues relevant to children at the appropriate time.

### *Progress we are making towards this objective:*

Staff training has supported teachers in developing confidence to explore and hold conversations within their classrooms that previously might have been closed. This has enabled children to ask questions and explore more freely topics related to protected characteristics.

### *What feedback we will provide to governors*

Pupil perception results about the impact of these lessons on their understanding of issues.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Pupils and Curriculum committee at least every 4 years.

This document will be approved by the Governing Body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour Policy
- Inclusion Policy
- Equality and Diversity in Employment