



St. Nicholas Primary School

Equality Information

&

Objectives

2022-2026

Introduction

This document describes how St. Nicholas Primary School intends to fulfil its responsibilities to our pupils and workforce under the Public Sector Equality Duty.

St. Nicholas Primary School is a member of the Humber Education Trust. All staff and governors are aware of their obligations under the Equality Act 2010 and all Trust staff, trustees, governors and volunteers are expected to have regard to the broad provisions of this document with respect to the Trust's approach to its Public Sector Equality Duty.

The Public Sector Equality Duty has both general and specific duties.

General duties

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not

Specific duties

- Set equality objectives (every 4 years)
- Publish information (annually)

The Public Sector Equality Duty requires St. Nicholas to publish information about Equalities, specifically taking into account those with protected characteristics. The information we publish and analyse must be clearly linked to the three aims of the General Duties of the Public Sector Equality Duty.

Protected Characteristics

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The ethos of the Humber Education Trust clearly reflects its commitment to fully including, respecting and valuing all members of our Trust community. All member schools have set their own equality objectives which are complementary to those set by the Humber Education Trust.

St. Nicholas Primary School – Equality Objectives

Enable pupils to understand their place in our school and community by raising awareness of different cultures, races, and ways of life. 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

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

Enable pupils to understand stereotypes and how and why they should be challenged.

- Staff to be aware of and educate children about disabilities and hidden disabilities within PSHE curriculum.
- Children will be able to discuss disabilities and hidden disabilities confidently and relate them their own lives.

Review and update Accessibility Plan annually or more regularly if needed to meet the needs of all staff, pupils and stakeholders.

Close the gap in achievement between those pupils who attract Pupil Premium and 'others'.

- Ensure best value with regard to the spending of Pupil Premium, Catch Up and Sports Funding.
- Analyse attainment and attendance data.
- Keep and record data with regard to attendance at clubs and activities.

Train and continually update staff on their responsibilities and duties. Ensure understanding is part of the induction for new staff.

Humber Education Trust - Equality Objectives

- Promote an organisational culture which reflects our commitment to ethical leadership and which encourages employees of all personal characteristics and backgrounds to feel included and supported to thrive and develop in the workplace.
- Implement a training programme which ensures that all staff and Trustees / governors are aware and regularly reminded of their responsibilities under the Equality Act 2010. This includes training as part of induction procedures and regular update training for existing staff and Trustees / governors.
- Continue to improve accessibility across all school sites for pupils, staff and visitors.
- Promote mental health and well-being awareness for all groups and develop appropriate support and intervention when needed.
- Ensure that all pupils have equitable access to all experiences and opportunities within our schools' curriculum, including extra-curricular activities, visits and events.
- Narrow gaps in achievement for all groups of pupils and particularly those pupils who attract the Pupil Premium, those with SEND, LAC pupils and those from minority ethnic groups.

Training

As part of their induction, all staff and governors will receive training relating to their responsibilities under the Equality Act 2010. Further refresher training takes place on an annual basis. Regular reminders are given during meetings.

Monitoring Arrangements

It is important that we know and can evidence which pupils are doing well and less well so that we can take steps to improve. Much of the information and analysis will relate to the evaluation of our school improvement plan, the outcomes of internal and external monitoring and the analysis of pupil data. This information will be used to improve provision within our school. Comparisons will be made for different groups against the whole cohort, against each other and against national benchmarks.

Similarly, we will continue to measure our employees' experiences. Information will be gathered and analysed from a range of sources including staffing profiles, anonymised appraisal outcomes, HR data and exit interviews. This will then be used to inform future practice.

Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school community, including to staff, pupils and parents
- Delegate responsibility for monitoring the achievement of the objectives on to the Headteacher.
- Receive annual reports from the Headteacher towards achieving the equality objectives and report this information to the Trust CEO
- Review St. Nicholas Primary School's Equality Objectives at least every four years.

The Headteacher will

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Report on progress towards delivering the equality objectives on an annual basis and report this information to the Local Governing Body, alongside any other matters relevant to the school's Public Sector Equality Duty.

Links with other policies

Where relevant, pertinent policies include reference to the importance of avoiding discrimination and other prohibited conduct.