

THURGOLAND C.E. PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES STATEMENT



Approved by:

Headteacher Mr D Jordan

Date: 24.4.2024

Chair of Governors Mr N Shiggins

Date: 24.4.2024

Review date: Summer 2025

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 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 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

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 set out.

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.

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 (Head Teacher), and an equality link governor (Chair of Governors). 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 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 for example pupils with disabilities.

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 for example encouraging all pupils to be involved in the full range of school societies.

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

Analyse attainment data to identify how particular groups are performing

From this analysis, strengths and areas for improvement will be identified and actions implemented as necessary.

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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. In art pupils will study artists from around the world. In history pupils will study significant historical figures from across the world. Figures studied will be from a range of different ethnic backgrounds and will hold a variety of religious beliefs.

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 and beyond, for example visits to a Sheffield mosque.

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 completion and after school clubs. Pupils are encouraged to work and play with children from different year groups, and this is supported by our Sports Leaders and Peer Mediation programmes.

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 Information

Total Number of pupils (on roll) – 207

Boys 107

Girls 100

Religion and Belief

Christian – 128

Sikh –1

No Religion –67

Other –2

Disability/SEN status

Education Health Care Plan (EHCP) – 2

SEN Support – 19

Ethnicity

Chinese & Other Ethnic Group - 1

White & Black Caribbean - 1

White & Black African - 1

White + Chinese - 4

White + Indian – 1

White English – 192

Other -2

White Eastern European – 3

White European - 2

Other White British -

Equality Objectives

Equality Objectives 2022 - 25

Objectives Intent	Responsible	Activities / training implications / resources / costs / time Implementation	Success criteria / monitoring / evaluation Impact
1. To monitor the achievement of groups including disadvantaged, gender, pupils and SEND groups and ensure additional support is in place to narrow any identified gaps.	DJ	<ul style="list-style-type: none"> • Include this objective on the school improvement plan • Plan actions to support the progress and attainment of particular groups of pupils • Progress towards this will be monitored regularly by the SLT 	Progress and attainment of groups will be in line with other pupils in the school.
2. Ensuring the school's core values of 'Be your best self' and 'Learning together in faith and Joy' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school	DJ	<ul style="list-style-type: none"> • Governors / staff / children / families biennial core vision and values visioning activity – • Subject Leaders ensure that the core values are embedded in curriculum policies and development plans • PSHE curriculum supports further development of an inclusive school • Promote pupils understanding of identity, diversity community and equality • Develop a culturally inclusive curriculum which celebrates equality and diversity • Integrate Modern British Values activities and School Linking Network activities into thematic cycle • Developing a multi-cultural curriculum / environment 	<p>Policies and action plans reviewed annually and will reflect core values.</p> <p>Monitoring will show that implementation of subject intent reflects mission to embed core values.</p> <p>The curriculum is culturally inclusive</p> <p>Collective worship and spirituality a key part of school development plan 2023/24</p> <p>Send Audit feedback captures progress in this area, January 2024:</p> <p><i>Thurgoland Primary school is a purposeful, engaging and happy place</i></p>

			<p><i>to be. The school prides itself on its values of: love to learn, give it a go, aim high, be resilient and show respect. These are all clearly woven through the behaviours for teaching and learning that we observed from staff and pupils. The school environment is full of character and promotes a feeling of high expectations and positive self-image. Pupils are provided with challenging lessons and adults encourage pupils to 'give it a go' and 'aim high.' It was clear to see that pupils are expected to develop resilience and tackle learning independently. There was no overreliance on adults observed. The relationship between pupils and adults is an area of strength. Communication observed was based on mutual respect and pupils clearly feel safe and secure in their school environment. The leadership in school places SEND as a priority and this was demonstrated through discussions and observations in school. Both the Headteacher and the SENDCo know the pupils well and the systems for APDR reflected how tirelessly they have worked to improve practice. SEND documentation is detailed and is used effectively to review progress and plan for next steps. Developments points identified by the SENDCo in subject monitoring reports triangulated with what we, as SEND Improvement Officers, recommended. The next step is to incorporate book scrutinies in the school QA system to monitor closely</i></p>
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			<i>how learning is scaffolded for pupils with SEND. The pupils are at the heart of the school and welcomed us warmly. They were eager to share their successes in their learning. They were also able to self-reflect and identify areas that they felt less confident with and share tools that they use when things become challenging.</i>
3. Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing for all stakeholders	DJ / KG	<ul style="list-style-type: none"> • Staff training • Developing a children’s questionnaire • Mental Health Awareness Day activities • School EHWP strategy • https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • Signposting to external agencies • Ensure school’s approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing • Provide a structured school environment with clear expectations of how each individual can support pupils • Review use of SEN and pupil premium resources to provide support for children with mental health difficulties • Intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur 	<p>There is a consistent approach to mental health and this is reflected in practice.</p> <p>There are effective early intervention strategies in place.</p> <p>Pupil, staff and parent surveys suggest that Thurgoland CE Primary is a mentally healthy school</p>

Monitoring arrangements

The equality objectives in this document will be reviewed to check that they are still appropriate for the school context by the governing body at least every 4 years.

The progress towards the equalities objectives will be reviewed annually by the governing body

This document will be approved by governing body.

