Equality information and objectives 2024 - 2027

Reed First School

Learning Together, Learning for Life

Approved by: Full Governing Body		**Date:** 23.10.2024
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Next review due by:	October 2025	
Signed:		
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Signed:		

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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

Our school aims to promote respect for difference and diversity in accordance with our values of:

Respect, resilience, Independence and Aspiration

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 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

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, and all staff receive refresher training annually.

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 staff 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, same sex parents)
- 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 societies)

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

- Analyse attainment data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

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. 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
- 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 Information

At the end of academic year 2024/25, there were:

- 37 boys and 36 girls on roll
- 9 children with SEN (12.33%), 3 of whom had an Education, Health and Care Plan
- 10 children whose ethnicity was other than White British; 3 children with English as an Additional Language.

9. Equality Objectives 2024-27

Reed First School is committed to ensuring equality of provision throughout the school community and, to achieve this, we have set out our equality objectives for 2024-2027. The objectives, together with our annual review, are set out below:

Objective 1

We do not tolerate discrimination. To ensure that our pupils have access to multi-cultural experiences and thereby develop greater knowledge and understanding of the wider world and the world around them; we act to improve children's cultural capital by fostering an environment which represents a diverse range of people in the books, resources, images and content we present to children within our school. This includes people with protected characteristics. We will seek opportunities for children to meet a diverse range of people through the visitors we invite into the school, and the offsite visits we arrange.

Why we have chosen this objective:

While only 14% of our pupils are of an ethnicity other than British, those children and families bring a wealth of knowledge and diversity from both European and non-European countries. We want to ensure those families and children are represented and that all of our children develop a deep understanding and respect for the variety of cultures and places our families have strong links to.

We also want to ensure that all of our children and families are actively represented in our school, so that every child can see themselves in resources used, people they meet and experiences offered.

To achieve this objective, we plan to:

-ensure curriculum planning encompasses global community cohesion.

-hold annual European Day to explore, share and celebrate cultures within our school.

-ensure curriculum planning is representative of the pupils at our school and their cultural capital.

-ensure curriculum planning demonstrates clear and considered use of a balance of people, family, places and events representative of our demographic and community.

Progress we are making towards this objective 2024 / 2025:

Curriculum mapping ensures that a wide range of places, people and cultures are learnt about. For example, we ensure the non-European country studied in Geography at Key Stage One is a place represented by at least one of our families, for example, comparing our village with a village in India.

We have successfully held a cultural-celebration days with a focus on our European and beyond European connections, where pupils from countries including: Australia, India, China, Malawi, Turkey, Cyprus, Poland, Germany and Greece were included in the planning and delivery of workshops. Families gave expertise and resources as well as in some cases attending the workshops themselves. All children experienced, food, music, traditions and greetings in the language spoken and spent time enhancing their locational knowledge. Families and staff have expressed a desire to make this an annual event and this will be chosen to ensure as wide a representation as possible with a focus on another continent.

Objective 2

To ensure that our pupils have access to influences from a wide range of people including those promoting gender equality, race equality and disability equality in their experiences and thereby develop greater knowledge and understanding of the wider world and the world around them.

Why we have chosen this objective:

In a small setting, in a rural community, the children have understanding and awareness of different groups who need to campaign for equality through stories told in assembly, however, we want to ensure children and

families have the opportunity to meet influential people who personify our values of aspiration, independence, respect and resilience.

To achieve this objective, we plan to:

-ensure all pupils have access to sport and that particular sports are not linked to a particular gender.

–ensure all pupils recognise that roles should not be gender specific or limiting in any way.

-invite visitors to school who challenge the gender typical role (male nurse, female fire fighter)

-people with disabilities are represented in the curriculum and in resources around the school.

-visitors to the school to share their experiences.

Progress we are making towards this objective 2024 / 2025:

The curriculum for Physical Education ensures a wide range of sports all of which are taught to both boys and girls. Children see all sports as gender neutral, for example; knowing that dance is a sport for all. We take part in and host sporting events which are inclusive for all pupils. This includes adapting events where needed to ensure pupils with disabilities are able to fully access them, e.g. a one to one runner at cross country events.

We plan trips and workshops to enhance our curriculum but also promote gender equality, for example, a farm visit where the farmer is female. Our PCSO who we have strong links with is female. At the same time, a mix of colleagues from services such as police and fire are met. As a result, the children when asked to draw a particular person with a focus on occupation, do not demonstrate any gender bias.

Visitors have also included Paralympian athletes and inspirational speakers such as Bart Gee. Children with disabilities within the school are represented by ensuring the whole community understands and respects their needs. This has for example, included an assembly on PEG awareness day. A pupil with a feeding tube was confident to contribute to this assembly themselves in Year One.

Objective 3

To ensure that our pupils have a deep understanding and respect for the Faiths represented within our community and across the United Kingdom.

Why we have chosen this objective:

As a community-maintained school, families may choose this setting due to there being no specific faith focus. However, to ensure our value of respect is embedded, the children will be taught about the main faiths represented in the UK as part of the RE curriculum. Where possible they will meet people and visit places of faith. We encourage the children to respect the views and beliefs of others and encourage them to form their own respectfully formed from being given an educated view of others. Where children have no faith, this can make the understanding and comparisons of faiths a difficult concept to grasp.

To achieve this objective, we plan to:

-ensure all pupils have access to a wide and non-biased RE curriculum

-ensure all pupils recognise that beliefs will vary but should be respected

-invite visitors to school to support the teaching of Religious Education

-plan opportunities to visit places of faith and ensure a range of places from the same faith are experienced

-ensure the faiths of families as part of our community are represented and that their knowledge is used as a wealthy resource

Progress we are making towards this objective 2024 / 2025:

The curriculum map for RE includes the main faiths represented in the United Kingdom and by pupils in our school. We also follow the Herts agreed syllabus. Our lesson sequences include focus on world views as well as faith based views and beliefs to develop a rounded and balanced view of faith.

Objective 4

To ensure all pupils are supported with their emotional health and wellbeing in order to engage in a wide and varied curriculum and achieve well.

Why we have chosen this objective:

We continue to identify a growing number of children with emotional needs. Families often choose our small setting to feel confident that all needs will be met in a nurturing way. In turn, staff need to also feel supported physically and emotionally to meet the needs of pupils now, and as they arise in the future.

To achieve this objective, we plan to:

-use a range of interventions to support those whose emotional and mental health and wellbeing is a barrier to engagement in learning. This will include use of Regulation Stations, Nurture areas, art / play therapy, access to specialist therapies such as music and equine therapy

-provide staff with Therapeutic Thinking training so that they are confident and clear about how to meet the needs of the individual and work in a restorative way

-work in partnership with parents and carers to support their child and family

-involve outside agencies to support and advise on the needs of children, for example: use of DSPL, NHPSS, Nessie, Drawing and Talking

- ensure appropriate resources are purchased / rented to be able to access the full curriculum and reach their full potential. For example: fidget toys, chewies, sensory boxes

-ensure support teaching staff are offered and included in CPD to support children with additional needs

Progress we are making towards this objective 2024 / 2025:

Children are identified when needs arise quickly through a standing staff meeting agenda item of pupil and staff wellbeing. Parents and carers appreciate and use our open door policy to discuss the needs of their family. Nurture sessions are prioritised by the Mental Health and Wellbeing lead each week. Series of nurture sessions are offered in consultation with the family. The content and outcomes of the sessions are shared with the family and their views are included.

Regulation stations are now an embedded part of every classroom and there is an additional quiet nurture space available for further regulation.

All staff have annual refreshers in Therapeutic Thinking strategies.

Additional CPD is shared with all staff and parents to request or access. This has included CPD for support staff in use of Sensory Circuits.

All class-based staff have attended CPD to understand the need for ADHD ready classrooms as the ordinarily available provision.

9. Monitoring arrangements

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

This document will be reviewed by link governor and the headteacher at least every 4 years.

This document will be approved by link governor and the headteacher.

The document and objectives after every approval will be shared with all staff, parents and governors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Positive behaviour policy
- SEND policy
- School Improvement Plan