



# **Equality information and objectives**

Reviewed: November 2024

Next Review of Equality Objectives: November 2027

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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

Shaw Primary Academy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

## 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.

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing body 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 termly basis to the headteacher

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.

The senior leadership team monitors equality issues, and they regularly liaise regarding any issues and make 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 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 extra-curricular activities)

## **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.

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

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **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

### Shaw Primary Academy – Equality Objectives 2024-2027

| Objectives  | We chose this objective because  | Action  | Timing                            | Who will implement and/or monitor? | Effect on pupil outcomes   | Year 1 RAG | Year 2 RAG | Year 3 RAG |
|---|--|---|-----------------------------------|------------------------------------|--|------------|------------|------------|
| <p>To ensure that pupils who speak a language other than or in addition to English, have opportunities to communicate with, or be supported by other staff/pupils who speak their language.</p> <p><b>NB</b> Consider involvement of English only speaking children as part of review cycle</p> | <p>Our local community has seen change in terms the number of languages spoken and we have seen increasing numbers of children and families who do not yet speak English</p> | <ul style="list-style-type: none"> <li>Carry out a physical audit of language communities in our school</li> <li>Organise language groups where possible</li> <li>Consider next steps for individual languages not spoken by others in the school community</li> <li>Plan activities and practices that ensure ongoing impact of these targets</li> </ul> | <p>Ongoing from November 2024</p> | <p>MT &amp; SLT</p>                | <p>Children who speak a language other than or in addition to English will be part of 'language community'</p> |            |            |            |

## **9. Monitoring arrangements**

The SLT will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the SLT at least every 3 years.

This document will be approved by governing body.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment

## **EQUALITY INFORMATION**

Shaw Primary Academy is situated within the Belhus ward of South Ockendon, a large urban area to the northwest of Thurrock. Shaw Primary was opened in 1954 as separate Infant and Junior schools, which were amalgamated in 1991. It became a stand-alone academy in February 2013.

The school is situated fairly centrally in a large housing estate in South Ockendon. It is predominantly surrounded by flats, most owned by Thurrock Council, although Housing Associations have built in the area and a new housing estate has recently been built close to the school.

Shaw is a larger than average Primary school with a Nursery and a two-form entry in EYFS, Key stage 1 and Key Stage 2. We have 428 full time pupils, which includes 18 part-time nursery pupils on roll. Our most recent census shows just over half of our children, 53%, are White English. Another significant group, which is around 14%, are Black African. There has been a shift in the demographics of the school in recent years with children from Eastern European origin increasing to 14%, while 35% of pupils have English as an additional language. The school profile identifies 15% of pupils as having special educational needs and the number of children with EHCP's is 4.6% at this time, an increase of 1.6% from last year.

We are proud to be an inclusive school and we work hard to ensure inclusive access for our pupils with physical as well as learning difficulties; these children are well integrated into daily practice and procedures. The pupil population is drawn from an area of high deprivation and the number of children who are eligible for Pupil Premium funding is 32%, which is similar to last year (28%).

We follow 9 different religions, are from families that speak 36 different languages and originate from 24 different ethnic backgrounds.