



Equality Information and Objectives Statement

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Next review due by: June 2026 and objectives by December 2027

Person responsible: Headteacher

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1. Aims

Priory Rise 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 the Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The local 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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a half-termly basis to a member of a staff

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the designated member of staff for equality twice a year, and other relevant staff members, to discuss any issues and how these are being addressed
- 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
- Attend appropriate equality and diversity training
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard for this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

Priory Rise 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 every two years.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and the headteacher 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 school activities)

In fulfilling this aspect of the duty Priory Rise School will:

- Make attainment data available each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Provide, upon request, further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 difference aspect 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 the leadership and learning in English/reading, pupils will be introduced to literature from a different range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and where possible the school 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 schools. For example, our student council has representatives from different year groups and is made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities such as sports clubs. We also collaborate with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

Priory Rise 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 girls and boys

Our school actively considers our equality duties and asks ourselves relevant questions relating to the above points. This is discussed and recorded at the same time as the risk assessment when planning for school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1 | To ensure that teaching and learning promotes equality, celebrates diversity, and promotes community cohesion.

Why we have chosen this objective:

- To keep equality at the forefront of our curriculum topics.

To achieve this objective, we plan to:

- Ensure that subject leaders will monitor and evaluate the planning and resources on a yearly basis
- Promote equality in aspects in staff meetings, assemblies, school policies, parent meetings etc.

Objective 2 | To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, race, age, ethnic or national origin, disability, or religious beliefs.

Why we have chosen this objective:

- To celebrate equality in all these characteristics in every aspect of the school

To achieve this objective, we plan to:

- Promote equality in all aspects of these characteristics in staff meetings, assemblies, school policies, parent meetings etc.
- Monitor curriculum planning/provision
- Actively promote, discuss, and explore equality as part of our PSHE and assembly programmes
- Actively relate this equality of these characteristics to our Priory Rise values

Objective 3 | To narrow the attainment gap between those children in receipt of Pupil Premium and those who are not.

Why we have chosen this objective:

- If children are from low-income households or in 'looked after care,' this should not mean they perform academically, socially, or emotionally lower than their peers.

To achieve this objective, we plan to:

- Carefully track all Pupil Premium and LAC children's attainment
- Regularly review and adapt the provision for PP and LAC children across the school
- Ensure that the nominated members of staff for both PP and LAC children are leading and driving the overseeing of appropriate monitoring and provision for these children

- Ensure that all PP and LAC have access to the same enrichment opportunities beyond the curriculum

Objective 4 | *To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.*

Why we have chosen this objective:

- At Priory Rise we live by our vision, 'Inspiring a passion for learning.' We believe that every pupil is given every opportunity to achieve their full potential.

To achieve this objective, we plan to:

- Identify, monitor, compare and analyse any potential learning gaps on a termly basis.

Objective 5 | *To undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on the findings and actions to the resources and facilities committee.*

Why we have chosen this objective:

- The representation of our staff is significantly different to the diversity of our pupil population, as well as being female dominant. We need to be proactive in increasing the level of representation from black and ethnic communities.

To achieve this objective, we plan to:

- Identify and consider improvement to our job adverts to be more appealing to a wider representation
- Review and make recommendations on how to improve presentation of vacancies on our website and through social media channels
- Maximising volunteer opportunities in school that often attract a wider representation of our local community, and which potentially progresses to securing a role in school

Progress we are making towards this objective:

- We have extended our reach when advertising for jobs in schools
- Fostering positive communication through our parent communication channels that has demonstrated and increased the diversity of applications
- Being part of a MAT has extended our reach to new audiences

9. Monitoring arrangements

The equality information will be reviewed and updated annually.

This document and objectives will be reviewed at least every four years.

This document will be shared with the local governing board

10. Links with other policies

This document links to the following policies:

- Accessibility Policy
- Health and Safety Policy
- SEND Policy
- Staff Handbook