



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL

SNITTERFIELD PRIMARY SCHOOL

WILMCOTE C OF E PRIMARY SCHOOL

Small schools, big ambitions...

FEDERATION EQUALITY INFORMATION AND OBJECTIVES

This version	January 2023
Approved by the Governing Body	10/02/2023

Equality Statement

The schools in the Stratford Rural Schools Federation are committed to equality. We aim to meet our obligations under the public sector 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

Introduction and Aims

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](#).

We believe that equality at our schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At the schools in the federation, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

This Single Equality Scheme provides a framework for our schools to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a proactive way.

Roles and Responsibilities

The governing body will:

- Ensure that each school complies with equality related legislation, including in the production and monitoring of Equality Objectives.
- 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
- Ensure that the policy and its procedures are implemented by senior leaders
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to senior leaders
- Ensure that all other policies promote equality.

Give due regard to the Public Sector Equality Duty when making decisions.

Senior Leaders will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Implement the policy and its related procedures.

- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.

Eliminating Discrimination

The schools in the federation are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct – this is detailed in our Staff Behaviour Policy (Code of Conduct).

Staff and governors are made aware 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.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the schools aim 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)
- 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 (e.g. encouraging all pupils to be involved in the full range of school activities)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (due to small cohort numbers, this may not always be possible as it may identify pupils)
- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relationships

The schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting compassion, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, 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 which shows characters and themes including the protected characteristics
- 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 may include 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 in school. For example, our school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the schools' activities, such as sports clubs
- We will strive to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision making

The schools ensure that they have due regard to equality considerations whenever significant decisions are made.

The schools always aim to consider 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

Where applicable for our cohorts, the schools may keep a written record (known as an Equality Impact Assessment) to show that we have actively considered our equality duties and asked ourselves relevant questions. This would be recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

Equality objectives

Objective 1:

Ensure that reading books and teaching resources reflect the diversity of modern Britain in terms of race, faiths, cultures, disabilities, gender identity, different types of families etc.

Rationale: Children should have access to books and images that represent the communities in which they live currently, or may live in as adults. We believe that we should help children and young people to understand others and value diversity to promote harmony between people.

Actions to achieve the objective: Subject leaders to audit books and teaching materials and replace as applicable to better reflect diversity.

Monitoring of progress: December annually.

Objective 2:

To promote children's cultural development and understanding through a variety of rich curricular experiences.

Rationale: We believe that trips, visits and first-hand experiences allow ALL children to develop a deeper understanding of different cultures. We believe that we should help children and young people to understand others and value diversity.

Actions to achieve the objective: Staff routinely plan trips to a variety of venues. Ensure that all children have access to extra-curricular clubs through use of Pupil Premium where applicable. Accessibility for all.

Monitoring of progress: December annually

Objective 3:

To ensure that we have high expectations for **all** children in terms of academic attainment and progress.

Rationale: We know that pupils in some vulnerable groups do not attain as well as all pupils and we have a responsibility to close the attainment gap. In addition, we want all our pupils to be ambitious for themselves now and in their adult lives.

Actions to achieve the objective: Staff regularly assess children's attainment. Regular monitoring of pupil data by SLT will allow us to specifically analyse achievement by race, gender or SEND, leading to rapid identification of children who need additional support to achieve their potential.

Monitoring of progress: December annually

Monitoring Arrangements

The Executive Headteacher will update the equality information we publish annually.

This document will be reviewed at least every 4 years.

This document will be approved in the usual policy review cycle.