




Equality information and objectives

Governor Committee Responsible:	Finlay Community Combined Committee	Staff Lead(s):	Hannah Williams
Status (Statutory / Advisory)	Statutory	Review Cycle	Every 4 Years
Last Review	September 2024	Next Review Date	September 2028
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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; Aspire, Belong, Achieve

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
- Meet with the designated member of staff for equality regularly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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 Appendix 1.

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.

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, 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 societies)

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. 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
- 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. Monitoring arrangements

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the headteacher.



Appendix 1 – Equality Objectives

Objective	Action	Responsibility	Impact
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> Teachers to embed Pupil Premium strategy, ensuring quality first teaching and targeted support and the wider strategies (See pupil premium strategy for more details) Be exposed to teaching of new and recapping previous vocabulary Have opportunities within the curriculum to develop oracy skills Pupils have access to a pastoral team for well-being support Attendance to be monitored and persistent absentee families to receive targeted support Provide high quality CPD and coaching and mentoring for all staff, ensuring pupils receive quality first teaching. 	<p>Leadership Team Pupil Premium Lead Class Teachers Teaching Assistants Attendance Team Pastoral Team</p>	<p>Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.</p> <p>The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown. Absence among disadvantaged pupils was 3.3% higher than their peers in 2022/23 and persistent absence of our disadvantaged pupils was 2.61% higher than their non disadvantaged counterparts.</p> <p>We recognise this gap is too large.</p> <p>Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.</p> <p>These results mean that we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.</p> <p>We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.</p> <p>In addition to this our school commissioned a Whole School Pupil Premium Review (29.01.2024):</p> <p><i>Leaders have streamlined their PP strategy to ensure resources are focused on the key challenges to learning for pupils from disadvantaged backgrounds</i></p> <p><i>A 'no excuses' mantra is evident at every level in the school.</i></p> <p><i>Funding is used to provide high quality professional development to support quality first teaching and to ensure targeted academic and pastoral support is implemented effectively</i></p> <p><i>Leaders have made effective use of research evidence and guidance from the DfE to establish a coherent PP strategy which is supporting disadvantaged pupils to address key challenges and to close gaps in their learning.</i></p> <p>More information can be found in our schools pupil premium report and our whole school pupil premium review.</p>

<p>To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.</p>	<ul style="list-style-type: none"> • Clear policies and procedures in place to effectively support pupils with SEND which meet statutory guidance • Clear accessibility Plan • Foster positive working relationships with external agencies • Effective intervention which is in line with evidence-based practice. • Children with SEND to have full access to Quality First Teaching, in line with all pupils. • Metacognitive strategies and skills to be explicitly taught, to foster independence • Whole staff team training on the EEF 5 a day approach • TA training on specific and targeted interventions • Clear identification process for pupils with SEND. • Pupil voice to be gathered through Subject Leadership Monitoring 	<p>Extended Leadership Team SENDCO Class Teachers Teaching Assistants</p>	<p>SEND Review 08.03.2023 <i>All key documentation includes a SEND specific focus showing the high priority given to SEND. TA and CTs Performance Management targets include a SEND outcome</i> <i>There has been a real drive towards a cultural shift, with a focus on high expectations for all pupils, through the creation of defined roles and responsibility.</i> <i>From introductory meeting it was evident the SLT are passionate and driven towards ensuring progress of all pupils, with a specific focus on SEND.</i> <i>It was evident from the meeting, and through discussion throughout the visit, that the SENDCo is a champion for SEND pupils. The SENDCo is experienced and knowledgeable about current SEND research and practice and the processes around assessing and supporting SEND pupils.</i></p> <p><u>2022/2023 – Statutory Assessment Data</u></p> <ul style="list-style-type: none"> • 37% of pupils with SEND achieved GLD in reception • SEND pupils at the end of KS1 27% reached the expected standard or above in mathematics. • SEND pupils at the end of KS1 17% reached the expected standard or above in reading • SEND pupils at the end of KS1 11% reached the expected standard or above in writing • SEND pupils at the end of KS1 61% reached the expected standard or above in science • Pupils with SEND passing the PSC in Year 1 57% • Pupils with SEND scoring 25/25 in the Year 4 MTP 22% • Pupils with SEND scoring 20 + in the Year 4 MTP was 65% • Pupils with SEND at the end of KS2 reaching the expected standard or above in maths 60% • Pupils with SEND at the end of KS2 reaching the expected standard or above in reading 60% • Pupils with SEND at the end of KS2 reaching the expected standard or above in writing 48% • Pupils with SEND at the end of KS2 reaching the expected standard or above in GPS 32% • Pupils with SEND at the end of KS2 reaching the expected standard or above in science 72% • The average attendance for pupils with SEND in 22/23 was 90.1% • The average attendance for pupils with an EHCP in 22/23 89.3%
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<p>SASHA</p> <p>To continue to promote understanding and respect for diversity through a rich range of experience, both in and beyond the school</p>	<ul style="list-style-type: none"> • Organise cultural awareness workshops, experiences for staff and students • Organise • A diverse curriculum reflecting different cultures and perspectives • Continue to build partnerships with community organisations representing diverse backgrounds • There is diversity through the books the children are exposed to in the reading spine, including books by men, women and different ethnic groups. • Children engage with different visitors to enrich their understanding of diversity. • RSE and PSHE curriculum 	<p>Extended Leadership Team Class Teachers Teaching Assistants</p>	<p>Upon successful completion of the Equality Objectives plan, Finlay Community School will continue to see an enriched school culture where understanding and respect for diversity are actively promoted.</p> <p>Staff pupils and Governors where appropriate will have engaged in various cultural awareness activities, leading to a more inclusive and welcoming environment.</p> <p>The effective implementation of a carefully planned , diverse curriculum and partnerships with community organisations will ensure that pupils are exposed to a range of perspectives and backgrounds, fostering a sense of unity and acceptance within the school community. The diversity celebration week will serve as a culmination of these efforts, showcasing the school's commitment to embracing and celebrating differences</p> <p>School visitors have allowed children to develop a deeper understanding of diversity. This has included work with the Mini Police team, whereby the children have had explicit taught sessions with the Mini Police and the School Beat Police Officer. The children also participate in enrichment programmes such as the Oxford Science Building Bridges Programme, which has enabled them to gain a wider understanding of who a scientist is and the fact that both males and females can access this role. This is also the case with a Space workshop that the children completed as part of the STEM workshop. Exposing children to a wide range of careers, whereby they meet people of different genders, religions and ethnicities enable children to widen their understanding. Across the year, children learn about all religions through the RE syllabus, and have the opportunity to visit religious buildings including churches and the Mosque.</p> <p>Within the RSE and PSHE curriculum, the children learn:</p> <ul style="list-style-type: none"> • Gender diversity • Assumptions and stereotypes about gender • Challenging assumptions • Judging by appearance • Cultural differences • Racism • Disability • Inclusion/exclusion • Respecting other cultures
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Provide training for all staff and governors on equality and diversity	<ul style="list-style-type: none"> • Provide teachers with time/access to complete diversity training • Provide teachers with time to review and amend planning to reflect the training • Provide subject leads with time to review subjects planners identified opportunities for increasing diversity within the subject, • Secure and organise delivery of equalities and diversity training for governors 		<p>All teachers have undertaken training in equality, diversion and inclusion. ● All TA and office staff have also undertaken training in equality, diversion and inclusion. ● Teachers/subject leaders have been given staff meeting and INSET time to review subjects planners and identify opportunities for increasing meaningful opportunities for promoting diversity across the curriculum. ● TB met with chair of Govs to discuss equality and diversity across the Governing body. ● Training for governors to now be sourced.</p>
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