



Ombersely Endowed First School

Equality information and objectives 2024-2026

Approved by:	Full Governing Body	Date: July 2024
Last reviewed on:	July 2024	
Next review due by:	Summer 2026	

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

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 amongst 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.

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 societies)

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

- Publish attainment data 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
- Publish 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 different aspects of our curriculum. This includes teaching in RE, Relationship and Health education (PSHE), 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 that focus on our core values and relevant issues. Pupils will be encouraged to participate in such assemblies and we will also invite external speakers to contribute. EG NSPCC
- 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.

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

Protected characteristics – In-line with the Equality act it is illegal to discriminate about;	Aims		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<ul style="list-style-type: none"> • Racial incident monitoring. • Response to racial incidents. • Assemblies to children about diversity and valuing differences. • Equality policy. • Assemblies on the core values. • Celebrating acts of kindness. • Staff job descriptions and workforce monitoring. • Anti-bullying policy. • Behaviour policy. 	<ul style="list-style-type: none"> • Personalising learning. • Planning for children’s interests and strengths. • Recognising that families come from a range of backgrounds. • Working closely with parents and carers to tailor provision for children. • Audit provision and practice eg Eccers audit • Celebrating different cultures and faiths. 	<p>*</p> <p>PSHE curriculum, including circle time. Assemblies.</p> <p>Consistent response to racial incidents working with children and parents of perpetrators and recipients of racial abuse.</p>
Disability	<p>Equality policy.</p> <p>Accessible building with ramps and disabled toilets.</p> <p>Adapt resources (eg clicker and intervention provision.</p> <p>Inclusive classroom practice.</p>	<p>Making the school building as accessible as possible including ramps.</p> <p>Personalising learning by modifying curriculum and learning resources.</p> <p>Work with external agencies.</p> <p>Adapt/differentiate the curriculum.</p>	<p>PSHE curriculum, including circle time. Assemblies.</p> <p>Working closely with parents and carers.</p> <p>Effective resources.</p> <p>School values. Educational visits.</p>
Gender	<p>Equality policy.</p> <p>Analysis of attainment outcomes by gender.</p> <p>Roles of responsibility for pupils eg JLT/ Eco/ Digital Leaders/ Library</p> <p>All club activities are open to all</p>	<p>Targeted curriculum provision and Interventions e.g. to improve boys’ writing</p> <p>Celebrate outside individual achievements in praise assembly.</p> <p>Gender neutral toys in EYFS.</p> <p>Reading books aimed at both genders, read by all and core books selected with strong female</p>	<p>PSHE curriculum, including circle time. Assemblies.</p> <p>Challenging stereotypes and raising aspirations.</p> <p>Sports activities and participation in both intra-house and external competitions. tournaments.</p>

	genders.	characters.	
Gender reassignment	<p>Equality policy. Underpinned by our values of respect and tolerance. We are sensitive to the fact that children may identify with a gender different to their birth gender or they may experience direct or indirect discrimination if someone in their family is living with discrimination issues relating to gender reassignment.</p>		
Pregnancy and maternity	<p>Staff are given the option of when to reveal the pregnancy to peers. Risk assessment in place. All pregnancy related appointments can be taken during the school day. Staff are able to select some, all or no correspondence during the maternity period.</p>	<p>Risk Assessment. Pregnant staff member to have a supportive meeting with their line manager to ensure they are comfortable and able to carry out their duties or make adaptations where necessary.</p>	<p>Staff are welcome to visit the school with their child during their maternity/paternity leave. 'Keep in touch days' are agreed following the birth. Staff have the option to request flexible working. Requests from staff to attend 'special' events are considered sympathetically eg first day at school, graduation ceremonies.</p>
Age	<p>The staff age range (Early 20s to Early 60s). Recruitment of staff within different age groups. (Eg very young – highly experienced). Giving younger children responsibilities.</p>	<p>Opportunities for all ages (sports day etc.) Opportunities to represent their class on JLT</p>	<p>Mutual respect fostered in effective working relationships.</p>
Religion and belief	<p>Equality policy. RE policy and scheme of work. Assemblies. Curriculum Guidelines. Authorised absence for pupils and staff to celebrate key festivals eg Eid.</p>	<p>Visitors from different faith backgrounds speak to children. Children visit different places of worship. Development of cultural capital through current affairs and knowledge. An understanding of aspirational figures - assemblies</p>	<p>Assemblies and curriculum provision. Discuss important religious festivals that have importance for children and others.</p>
Sexual orientation	<p>Equality policy. We are sensitive to the fact that young children may identify anywhere on the sexuality spectrum and they may experience direct or indirect discrimination if someone in their family is living with discrimination issues relating to sexual orientation.</p>		
	<p>Anti-bullying policy. Behaviour policy. Pupils take on roles through performance, which may traditionally be gender specific.</p>	<p>PSHE and Sex & Relationships Education curriculum. Non-gender specific uniform.</p>	<p>Core values. Current affairs. Sex and relationships education (RSE). Assemblies - celebrating differences.</p>

	Fair recruitment process. Promote	Provide support from the Inclusion team.	We communicate well with
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Marriage and civil partnership	equality (same sex parents/carers) by discussing in PSHE lessons.	Supporting different types of families.	married/divorced/single and same sex parents/carers. We contact both parents if separated with separate reports or parents evenings if necessary. Pupils are taught about healthy relationships in different family types.
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Ethnicity and race (as declared on parental forms) Academic year 2023-24

	Number of pupils
White British	39
White other	2
Other ethnicity	2
Not declared	115
EAL	33

Gender

Year Group	Female	Male
Reception	15	14
Year One	19	8
Year Two	16	13
Year Three	15	13
Year Four	15	8
Total	80	56

	Number of staff	% of staff
Total number of staff	23	100%
Female	21	91%
Male	2	9%
White British	22	96%
Other Ethnic Group	1	4%
Younger than 25 years	1	4%
25 – 40 years	11	48%
Above 40 years	11	48%

Equality Objectives 2023-25

<p>Ombersley Endowed First School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The Public Sector Equality Duty (PSED) requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evaluations that we undertake on a termly and annual basis. Our equality objectives focus on those areas where we have agreed to take action to improve equality.</p>			
<p>Objective 1: to improve the outcomes for disadvantaged pupils so that the gap between this group and their peers reduces.</p>			
Why have we chosen this objective	To achieve this objective we will	Progress towards this objective	Additional actions 2024-5
<p>We want to ensure that the best possible provision is put in place for children from disadvantaged backgrounds so they are supported and are able to access the learning, particularly those children who also have additional SEND. By targeting this group of pupils we intend to improve their rates of progress and reduce the attainment gap.</p>	<p>Provide support and professional development for staff in identifying provision for disadvantaged/ SEND pupils Provide support and professional development for leaders in regularly monitoring the progress and attainment of disadvantaged/SEND pupils Ensuring that funding is used effectively for this group of pupils. This will include support for enrichment activities as well as academic support. Pupils will be supported to have the correct items of school uniform.</p>	<p>All PP pupils and those with SEND have accessed school extra curriculum provision. All FSM pupils have been funded. All pupils have had the opportunity to perform at least twice. SENCo has worked with class teachers to establish, monitor and evaluate provision plans. Support staff team have received training eg Autism support, Precision Teaching. Summer 2024 outcomes for disadvantaged pupils:</p>	<p>Lowest 20% of pupils have been identified and shared with staff at the beginning of the year – expectations that most experienced staff are working with SEN pupils.</p>

Objective 2: to improve the attendance of disadvantaged pupils.			
Why have we chosen this objective	To achieve this objective we will	Progress towards this objective	Additional actions 2024-25
<p>We want every child to have the best possible chance to achieve their potential in their learning. By being at school every day, the children are given an equal chance to achieve in their education and to keep up with their peers.</p>	<p>Making sure children understand the importance of good attendance and punctuality. Provide accessible ways for children to share concerns, which may prevent them from arriving on time or regularly. Discussing any problems the child(ren) may have at school, and informing their teacher about anything relevant Supporting vulnerable families in their children's attendance by holding them to account for their legal responsibility to bring their children to school. Celebrate a good level of attendance and improved attendance.</p>	<p>Attendance celebrations are well received by pupils and parents.</p> <p>There are a number of families who are persistently absent and the school has continued to work with these families over the year.</p> <p>There were considerable bouts of childhood illness – stomach bugs, chickenpox etc..</p> <p>Letters sent to parents across the year and meetings with HT. The letters had minimal impact.</p> <p>Home visits.</p> <p>Penalty notices applied for.</p> <p>Non-attendance remains the strongest barrier to making improved progress for our vulnerable pupils.</p>	<p>Attendance team (SLT) meet regularly</p> <p>An action plan for addressing low and PA absence.</p> <p>Punctuality monitored with the same rigor as non-attendance.</p> <p>Attendance protocol had been updated and shared with staff.</p> <p>Parent factsheet shared at the beginning of term.</p> <p>PA from previous year to receive letters.</p>

Objective 3: to monitor and analyse pupil achievement by groups including SEND and gender and act on any trends or patterns in the data that require additional support for pupils.					
Why have we chosen this objective	To achieve this objective we will	Progress towards this objective		Additional actions 2024-25	
		Writing			
<p>The data outcomes show a gap between girls and boys – particularly in writing.</p> <p><u>End of summer data 2024</u></p> <p><u>Writing</u></p> <p>Difference between Boys v girls achieving expected levels.</p>	<p>Continue to monitor specific resources within the curriculum which will appeal to boys and raise interest and aspiration in learning.</p>	Year	Boys EXP	Girls EXP	<p>Training and expectations set for teaching staff in providing support for lowest 20% and differentiating learning for SEND pupils.</p> <p>Pre-teaching/ Precision Teaching training completed and in place for SEND pupils.</p>
		1	38%	74%	
		2	69%	81%	
		3	62%	67%	
		4	63%	73%	

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

The equality objectives in this document will be reviewed by the S.I.D. Committee at least every 3 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- RSE policy
- Behaviour policy
- Teaching and learning policy

Equality is also embedded within the school's curriculum plans/sports premium allocation and pupil premium funding statement.