



St. George's is a community of happy, confident learners who shine.

"Let your light shine"  
Matthew 5: 16



# Equality information and objectives

**Approved by:** Lynn Briers **Date:** March 2023

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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

## 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 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 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
- ☒ Raise and discuss any issues with the Local Governing Board.

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 members of the Local Governing Board 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 year.

## 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 who are learning English as an additional language).
- ☒ Taking steps to meet the particular needs of people who have a particular characteristic (e.g. providing a range of parent teacher consultation times to enable the parents of Muslim pupils to take them to Mosque School)
- ☒ 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 after-school clubs)

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
- ☒ Make evidence available identifying any patterns or trends for specific groups (e.g. the number of racist incidents)
- ☒ 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 school life and our curriculum. This includes actively promoting our Christian values of respect, compassion, honesty, forgiveness and responsibility and discussing what behaviour and actions that demonstrate or do not demonstrate these values. It also includes teaching in RE and 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 before and after school 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 e.g. Chadsgrove Special School, Worcestershire Children First, community groups who reflect the cultural backgrounds of the children and families in our school community such as the local Mosque.

## 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is 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 electronically with the completed risk assessment.

## 8. Equality objectives

### Objective 1

**Further promote the school's inclusive ethos and further develop understanding and respect for differences, with specific regard to disabilities and special educational needs.**

The cultural and linguistic diversity in our school community has a high profile, is celebrated and deeply valued. Despite the school's inclusive ethos, among some of the cultural backgrounds represented in our school community, there is a real stigma associated with disability and special educational needs. This can sometimes mean that parents are unwilling to accept that their child would benefit from the additional support that is needed in order for their child to excel.

To achieve this objective we plan to:

- 1) Ensure resources in a range of curriculum areas to include examples of people with disabilities by March 2023.
- 2) Celebrate the skills, talents and qualities that people with special educational needs and/or disabilities have with our school community e.g. through assemblies, educational visits etc. by March 2024.

**Progress we are making towards this objective:**

### **Update February 2022:**

- We have worked successfully with parents of children from minority ethnic groups with very complex needs in order for their children to make the transition from mainstream to specialist settings, whilst still maintaining a strong and positive partnerships with the parents.

### **Update March 2023:**

- The 'Inspiring Reads' collections for each year group feature books that include people with disabilities and include authors from a diverse range of backgrounds.
- We have purchased a set of books that reflect different family backgrounds as part of our resource collection for RSE/PSHE.
- Children with SEND/disabilities are encouraged to talk about their skills and talents in class, and during assemblies and during informal conversations with members of staff e.g. attending a gymnastics club, learning to play the piano.

## **Objective 2**

### **To develop links with local community groups that are ambassadors and provide support for children and families who have recently arrived in the UK.**

The cultural and linguistic diversity in our school community has a high profile, is celebrated and deeply valued. However, we have few links with local community groups that are ambassadors for some of the cultural and linguistic groups represented in our school community.

As a result, when we admit children whose families are new arrivals to the UK, they quickly come to rely on the school for support in a wide range of ways. Whilst providing this support is part of our Early Help offer, in order to make the provision of this support sustainable and more effective we need to build stronger links so that we can signpost families to local community groups.

To achieve this objective we plan to:

- 1) Investigate and research the local community groups available to support families who have recently arrived in the UK, particularly in the first instance from Romania by September 2021.
- 2) Establish relationships with representatives from these local community groups by December 2021.
- 3) Identify the support they can provide and share this information with the relevant families in an appropriate way e.g. translated into home language, relevance of information to need by March 2022.
- 4) Work closely with the children and families who have recently arrived in the UK to identify the support that they would find particularly beneficial from March 2021 and on-going.
- 5) Feed this information back to the local community groups so that can be included in their development plans from September 2021.

### **Progress we are making towards this objective:**

#### **Update February 2022:**

- Through supporting our families we learnt about the 'Disability Support Project', which is based in Redditch and helps all adults with a wide range of things, from filling in forms, applying for Universal Credit and Debt Management.

#### **Disability Support Project**

The Ecumenical Centre  
6 Evesham Walk  
Redditch  
Worcestershire

B97 4EX  
info@dspuk.org.uk  
01527 351021

- We have also learnt about the 'Refugee and Migrant Centre' in Birmingham and have signposted parents to them as an organisation that can help with preparing them for the world of work, becoming tenants and learning English.

**The Refugee and Migrant Centre**  
Second Floor, Chamberlain Building,  
36 Frederick Street,  
Birmingham,  
B1 3HN  
[infobham@rmcentre.org.uk](mailto:infobham@rmcentre.org.uk)  
0121 374 0140

- The Sandycroft Centre in Redditch, provide a range of courses and services, including Employ-ability, Job Club, CV's, Information Technology, ECDL, ESOL, Childcare, Numeracy, Literacy, Food Hygiene, First Aid, DIY, Counselling (Level 4), Asian Dressmaking and Business Administration. The Sandcroft Centre also run the Freedom Programme for victims of Domestic Abuse and offer Trauma Informed Counselling. As a school we can refer parents and employees to these services.

**Sandycroft Centre**  
West Avenue  
Smallwood  
Redditch  
Worcestershire  
B98 7DH  
01527 595 135

#### **Update March 2023:**

- We have worked with our local 'Community Builders' to establish half-termly 'Community Chat' sessions. The community builders use an Asset Based Community Development (ABCD) model where the skills, knowledge, expertise, and talents of people from within our school community are utilised to provide support, information and advice to others. As a result of their first session the group are going to plan and deliver more activities to really celebrate ethnic diversity within the St. George's community. The community builders also have the knowledge and expertise to signpost people within our community to other local 'assets' (sources of support and information).

### **Objective 3**

**To further develop links with local faith communities who represent the children and families within our school e.g. Masjid Noor (Jinnah Road, Redditch), Our Lady of Mount Carmel (Beoley Road West, Redditch), and St. Stephen's Church, (Church Green, Redditch).**

#### **NB: Links with objective 2.**

Historically, the school has enjoyed a good relationship with the Holy Trinity Team in Redditch and a representative of this team regularly visited the school to deliver assemblies and also invited us to St. Stephen's Church for services at Christingle and Easter, the same member of the Holy Trinity team was also a Governor at St. George's until January 2021. A new member of the team is a member of the 'shadow' Local Governing Board with effect from March/April 2021. As a Church of England school our link with the Holy Trinity Team is important to us.

However, we also know that due to the culturally diverse nature of our school community there are other faith organisations that represent the religious beliefs of a significant number of children and

families in our school community and therefore we need to ensure that our visits to places of worship and visitors to collective worship are representative of all the faiths represented in our school community.

Due to inclement weather and COVID-19 we have visited St. Stephen's Church once since October 2018 and all involvement in collective worship has been virtual since March 2020.

To achieve this objective we plan to:

- 1) When it is safe to do so (because of COVID-19) re-establish in person links with the Holy Trinity Team e.g. assemblies, visiting St. Stephen's church by September 2021.
- 2) Identify key people and establish relationships with key people at Our Lady of Mount Carmel Church and Masjid Noor. Through establishing these relationships ensure that the vision, values and aims of St. George's are shared effectively by December 2021.
- 3) Introduce key people to our school community e.g. through assemblies, newsletters, visiting places of worship from January 2022.

**Progress we are making towards this objective:**

#### **Update February 2022:**

- COVID restrictions have limited the face to face and 'real life' contact with St. Stephen's Church/The Holy Trinity.
- Links with St. Stephen's Church and the Holy Trinity Team are beginning to be developed through Reverend Francis Maloney. St. Stephen's Church are keen to host visits again and have a bank of volunteers who are willing to come in a hear readers. The Holy Trinity community are keen to 'Grow outwards and grow younger' congregations.
- We are looking forward to welcoming members of the local faith community to lead school assemblies from March 2022.
- We have also identified a potential link person in our local Muslim community.
- Over the coming 24 months, we would like to establish a multi-faith group of collective worship leaders at St. George's.

#### **Update March 2023:**

- Services now take place more regularly at St. Stephen's Church e.g. Easter 2022, Christingle 2022.
- From March 2023, we are welcoming members of the 'Open the Book' team to lead 'special' assemblies at key points in the school year e.g., Easter, Whitsun.

## **Objective 4**

To improve the delivery of information to pupils and families where there are barriers due to disability.

We have many effective strategies in place to ensure information is shared with our pupils and parents in an effective way. However, we do have pupils and parents who find it hard to comprehend the information we are sharing and are therefore we are constantly striving to find more effective ways to communicate.

To further strengthen communication with families and pupils where there are barriers to communication due to English being an additional language or disability the school is aiming towards providing a 'Total Communication' approach where individuals with communication difficulties receive information and communicate in ways that are the most accessible way to them.

To achieve this objective we plan to:

- 1) Have all staff trained in Signalong training by March 2022
- 2) For Signalong manuals to be easily accessible to all staff by September 2021.
- 3) Grow the use of Signalong with ALL pupils and in all curriculum areas/areas of school life e.g. assemblies from March 2022.
- 4) Pupils are encouraged to use Signalong signs to support their communication from March 2022.

### Progress we are making towards this objective:

#### **Update February 2022:**

- All teachers attended Signalong training in September 2022. Signalong manuals have been purchased and are available in the staffroom. Some staff have become very skilled and adept at using Signalong to support their communication with pupils. Some Signalong is included in assemblies and school plays/performances.

#### **Update March 2023:**

- Signalong is used in singing assemblies.
- Class newsletters include the key vocabulary for each topic, for our youngest learners, this information is accompanied with visuals to promote a deeper understanding of the meaning of the vocabulary.
- Our new school website has translation tools embedded within it i.e. if someone's browser is set to a language other than English, when they access our school website, information is automatically translated in the language used on the browser. This means that all the 'live' information on our website is available the home language. Parents, including those of new arrivals have commented on how useful this function is.

## **9. Monitoring arrangements**

The Local Governing Board of St. George's C of E First School and Nursery will update the equality information we publish, described in sections 4-8 on an annual basis.

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

This document links to the following policies:

- ☒ Accessibility plan and Policy
- ☒ Special educational needs (SEN) information report
- ☒ Supporting pupils with medical conditions policy
- ☒ Behaviour Management Policy
- ☒ Curriculum Policy
- ☒ Special Educational Needs Policy
- ☒ Risk assessment
- ☒ Early Help Offer
- ☒ New arrivals/Pupil Induction Policy
- ☒ Collective Worship Policy
- ☒ Educational Visits Policy