

Ryders Hayes School

A Primary Learning Academy



Equality Objectives Report

Ryders Hayes School
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To be reviewed annually

Vision and Values:

Ryders Hayes School

Collaboration
How well can I work as part of a team?
Being able to work well with others to support one another's learning, decision-making and improving our thinking as part of a great team

Character
What am I like as a person?
Showing the personal qualities needed to work well in the world, including: grit, resilience, reliability, honesty.

Communication
How well can I explain my thoughts to others and listen carefully to their ideas?
Being able to present thoughts and ideas using three skills (speaking, digital and writing) to/for a range of different people and to listen well to others' feedback and ideas.

Citizenship
How can I help and understand people and places in the world?
Modelling British values, with a voice in the world. Being interested in working with people from all backgrounds and cultures across the globe; and making a difference to people and places; solving difficult problems, and giving back as well as taking from the world.

Critical Thinking
How well can I reflect on different ideas and adjust my thinking or next step?
Understanding different points of view; seeing patterns and connections, and applying my new learning in the real world.

Creativity
How many different ways can I find to do something and put my ideas into practice?
Thinking creatively in and about different situations to explore possibilities and solve problems.

Vision: *To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:*

Collaboration: the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

Character: *qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.*

Communication: entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.

Citizenship: *upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability*

Critical Thinking: critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.

Creativity: having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.

1. Our Public Sector Equality Duty

Ryders Hayes School is compliant with the public sector equality duty:

"Public bodies, including Maintained Schools, Academies and Free Schools must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017."

We publish our Equality Objectives on the website and update them every 4 years.

Our report is updated yearly. When we make policies or decisions, we consider people who are protected under the Equality Act.

2. Our School's Equality Objectives

Everyone is treated as equal no matter of age, gender, disability and religion. This is guided by these **9 principles**:

- All our people - staff and learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- We aim to benefit society as a whole in our approach
- We base our practices on sound evidence
- We have measurable objectives

Our objectives for 2023- 2027 are:

- to increase participation by pupils of colour in extra-curricular activities;
- to narrow the gap in performance of pupils with a disability;
- to increase understanding between different religious groups amongst our people - staff and pupils;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group, such as traveller children, or children from different ethnic origins not currently in school.

3. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees 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 Inclusion and safeguarding as part of their induction, and all staff receive refresher training every year.

The school is developing a new role for leading EAL, given the rising numbers of pupils with English as an additional language and our positive recruitment. The School has a designated member of staff for monitoring equality issues (currently DHT/Inclusion Leader), and an equality link trustee (currently Merrisha Gordon, Parent Trustee). They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

We aim to eliminate discrimination through:

- Implementation and review of our Inclusion Policy, SEND policy, Intimate Care Policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e Guidance 2020 DFE Relationship and Sex Education, is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights, related current affairs and fundamental British Values;
- Increasing the range of high-quality informative resources and books relating to racial literacy
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;
- Continuing our work with staff and pupils around Racial Literacy (begun in September 2022)
- Positively encouraging applications for vacancies from people from diverse backgrounds as role models in school.
- Use of Google Translate on our website to support improved communication with families with EAL.

The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. We evaluate our practice through external validation such as SEND Review, May 2023; Stonewall Award.

4. Improving equality of opportunity for people with Protected Characteristics

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils. Actions related to analysis of vulnerable groups are identified each term and evaluation of annual progress informs future changes to provision.
- Monitor People Strategy Dashboard data over time. This is reviewed by the Leadership and Management Committee of the Trust Board.

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, will be achieved by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. School council elections, Pupil Leadership Team elections, Playground Sports Buddies, Anti-bullying week, RE curriculum, British Values, class reflections, thinking tasks, Talking partners, Lead Learners and playtime buddies.
- Working in partnership with parents to meet our equality objectives
- Providing enrichment opportunities e.g. Family Fun Evenings, visits to a range of places of worship, visiting artists, specialist teachers in music, dance, modern foreign languages and sports, a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that equality of opportunity is actively demonstrated and prioritised in all forms of parental engagement, working collaboratively with parents to promote and fulfil our equality objectives.
- Ensuring that Ryders Hayes School is seen as an active school within our local community e.g. singing in the community, taking part in Choir festivals, participation in sports events including those for children with disabilities, visits to local secondary schools, fund-raising initiatives and charity weeks, through collaborative research with local schools and in contributing to curriculum and community-wide developments:
 - Recognising our responsibilities to the environment near and far through our globally immersive curriculum;
 - Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists
 - Provision of the HAF Programme during holiday periods for the local community

6. Consulting and involving those affected by inequality

We aim to consult and involve those affected by inequality in the decisions taken by Ryders Hayes School, to promote equality and eliminate discrimination, including parents, pupils, staff and members of the local community in any future decision making, through conversation and discussion, focus groups and surveys. The results will be used to inform future decision making.

7. Publication of information on the school website about the gender pay gap in school.

Under the [Equality Act 2010](#) (Specific Duties and Public Authorities) Regulations 2017 this school is not required to publish information about the Gender Pay Gap, as a public authority with fewer than 150 employees.

Publication of information in future years will include evidence of the steps being taken and progress made towards meeting the equality objectives that the school has set itself.