



Equality Objectives

2022-2026

As a public body, we aim to comply with the Public Sector Equality Duty, extending to certain protected characteristics (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment), in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, by applying guidance in The Equality Act 2010 and schools (May 2014) and publishing:

- details of how our school complies with the Public Sector Equality Duty – we must update this every year,
- our school's equality objectives – we must update this at least once every 4 years.

We aim to have due regard to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

By this, we mean:

- decision-makers in school must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics,
- we should consider equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and we need to keep them under review on a continuing basis,
- the Public Sector Equality Duty has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process,
- we can't delegate responsibility for carrying out the duty to anyone else.

Eliminating discrimination

We are aware of the requirements of the Act and determined to comply with the non-discrimination provisions.

The importance of avoiding discrimination and other prohibited conduct is expressly noted in a range of policies.

Staff and governors are reminded of their responsibilities under the Act.

The headteacher promotes knowledge and understanding of equality issues, identifies training needs, monitors performance against the objectives set and reports to the governing board.

Advancing equality of opportunity

Advancing equality of opportunity involves:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have,
- 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.

In helping to identify whether there are areas of inequality which may need to be addressed, we publish attainment data, where individuals cannot be identified, which shows how pupils with different characteristics are performing; we also include information about the steps we have taken in response to our analysis of the available data (Equality objective 1).

	All pupils	Girls	Boys
Number of pupils at the end of key stage 2	15	9	6
Progress score in reading (confidence interval)	4.3 (1.1 to 7.5)	5.0 (0.9 to 9.1)	3.3 (-1.7 to 8.4)
Progress score in writing (confidence interval)	2.6 (-0.4 to 5.7)	3.8 (-0.2 to 7.7)	0.9 (-3.9 to 5.7)
Progress score in maths (confidence interval)	0.1 (-2.9 to 3.0)	0.1 (-3.7 to 4.0)	-0.1 (-4.8 to 4.7)
Percentage of pupils meeting the expected standard in reading, writing and maths	67%	67%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	33%	44%	17%
Average score in reading	110	113	106
Average score in maths	105	107	102

School performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

Fostering good relations

Promoting good relations between people and groups of all kinds is inherent in many things which we do as a matter of course. It may be shown through:

- aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures,
- the behaviour and anti-bullying policies,
- assemblies dealing with relevant issues,
- involvement with the local communities,
- twinning arrangements with other schools which enable pupils to meet and exchange experiences with children from different backgrounds,
- initiatives to deal with tensions between different groups of pupils within the school itself.

Equality objectives

When deciding what to do to tackle equality issues, we wanted to consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Here are the results of a survey we built and sent to parents and carers (July 2022):

1. At Northaw, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

94% either agree or strongly agree

2. At Northaw, we actively celebrate diversity

87% either agree or strongly agree

3. At Northaw, we combat discrimination effectively

88% either agree or strongly agree

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

Equality objective 1

To analyse pupil results, identifying trends and responding appropriately.

Next steps: Compare the next set of performance measures published by the government with those in 2022-2023.

Progress made: n/a

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Equality objective 2

To place equality at the heart of our reimagined curriculum.

Next steps: Complete an equality impact assessment of The Northaw Curriculum.

Progress made: Subjects prioritised for additional improvement.

Equality objective 3

To become Disability Confident.

Next steps: Deliver on commitments, including activities that will make a difference for disabled people.

Progress made: Signing up to become Disability Confident Committed completed.