



Nishkam Primary School Wolverhampton

Equality information and objectives 2023 – 2027

Approved by:	Trustees	Date: July 2023
Last reviewed on:	July 2023	

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This policy sets out our approach to equality and the equality objectives for Nishkam School Trust: Section 8 sets out the equality objectives for Nishkam Primary School Wolverhampton.

Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Aims

Our trust 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 the Department for Education (DfE) advice for schools on the Equality Act, the [technical guidance for schools from the Equality and Human Rights Commission](#) and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty. This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of Trustees

The board of Trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to governors, 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 Principal/ Headteacher.

3.2 The School Leader

The School leader will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full board of trustees regarding any issues
- Identify any staff training needs and deliver training as necessary
- Raise any concerns with LGB as appropriate

3.3 All staff across the trust

All staff across the trust 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 Trust 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.

Trustees, Governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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 trust 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 the 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
- Making sure schools work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider the impact of significant decisions on particular groups.

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 equality and 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

Objectives	Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July, and report on this to the Trust Board annually.		Undertake an analysis of recruitment data to monitor the staffing profile specific to race, gender and disability	All recruitment data since start of academic year is being recorded and will be reported at a local level on a termly basis with a view to providing detailed analysis annually
To ensure that all NST staff are aware of current legislation surrounding Equality, Diversity and Disability, and their own responsibilities relating to this within their roles		Staff to receive annual briefings and updates regarding roles and responsibilities	
Closing the academic gaps for SEND, Pupil Premium, Looked After Children and other vulnerable groups	We set high expectations for all students, including all groups, in all achieving to a high standard, without any prejudice or stereotypical ideologies	Provide a rich and well-balanced curriculum including the wider curriculum. Target these children, provide HQT and identify any needed interventions or external support as soon as possible. Provide enrichment experiences to ignite the student's interest.	There is still a gap which is often due to additional barriers. However, progress can be seen by the majority of students from their starting points. We do have 'pockets' of the gap no longer being evident, in certain year groups.
To narrow the attendance gap between pupils from disadvantaged and non-disadvantaged backgrounds	We set high expectations for all students, including all groups, in all achieving to a high standard, without any prejudice or stereotypical ideologies	Provide a rich and well-balanced curriculum including the wider curriculum. Target these children, provide HQT. Provide enrichment experiences to ignite the student's interest.	There is still a gap which is often due to additional barriers. However, we are seeing 'pockets' of the gap no longer being evident in certain year groups.
To increase the membership of potentially vulnerable pupils, and those with protected	We are a Virtues led, inclusive school, this means we want to ensure our most	These groups of children are positively discriminated for, given first refusal to attend	At least 50% representation on all student bodies. Parental engagement

characteristics, in clubs, activities and roles of responsibility.	vulnerable students are provided with a wealth of experiences and opportunities to inspire them, encourage them to be responsible to increase their confidence and self-esteem.	clubs etc, we use PPG to support families financially enabling them to attend clubs, trips etc. We ensure all children are represented within our student bodies.	continues to rise. Support groups, such as, learning and financial assistance is in place for families and is well attended. Families are signposted for external support, building even stronger parental relationships and engagement.
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9. Monitoring arrangements

This document will be reviewed by the LGB annually.

School-specific equality objectives will be reviewed by the School Leader every 4 years.

This document will be approved by the Board of Trustees and school-specific equality objectives will be approved by the Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment