

Park Street C of E Primary School & Nursery



Equality Policy and Objectives

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The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will 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 and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	June 2016	approved
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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](#).

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher and the member of staff responsible

The equality link governor is Zoe Jagelman. They will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for Equality is Mr R McDonough.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 staff and business meetings.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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, SEND need)
- 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

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 our school values of Truth, Courage, Joy and Love through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, holding theme days and experiencing the benefits of outside learning. 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 forum, which involves class from Y1 to Y6, will meet every 3 weeks to discuss school issues. All pupils are encouraged to participate in the school's activities, such as 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 (for example, activities in the well-being woods)

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1:

To narrow any gaps in attainment and progress that have arisen between groups of pupils within the school's community by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress or better

Why we have chosen this objective:

To ensure that we are practive in ensuring this and to include children with protected characteristics in this monitoring.

To achieve this objective we plan to:

- Monitor children's progress termly and half termly in English and maths.
- Analyse progress of groups across the school, gender, ethnicity, FSM, summer born, mobility and EAL, and provide support where appropriate.
- Act on any trends or patterns in the data that require additional support for pupils
- Analysis of end of year results for EYFS, Phonics, KS1 and KS2.

Progress we are making towards this objective:

Miss Thomas and Mr McDonough analyse the data at the end term for English and Maths. Mrs Tominey has focused on those children who are PPG and vulnerable groups. Pupil progress meetings are used to identify groups and pupils where progress has slowed and appropriate intervention is discussed.

Objective 2:

To raise levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective:

To promote and encourage the understanding that an outstanding school requires all elements of the community to work together.

To achieve this objective we plan to:

- To use the skills of our parents and other adults to engage our pupils
- To organise activities and events throughout all year groups where our parents can play an active role in their child's learning
- To use the interests of our pupils to support our curriculum

Progress we are making towards this objective:

During our theme weeks, we open the school up so that parents can actively see the work being completed by the children. We also have our open school during the beginning of each month. This allows the parents to come and join in the Daily Mile.

Forum is used to gather information from the children. For example, the children decided where we were going to put the art work we acquired.

Stay and play and stay and read days allow our parents to engage with their child's learning.

We have parent readers but this is an area to be encouraged more.

We have one grandmother of a former pupil who comes in to support Year 5 and 6 French sessions.

Objective 3:

To promote the school values of Truth, Love, Joy and Courage through all appropriate curricular opportunities, with particular reference to issues of equality and diversity, and that the curriculum reflects and supports the needs of pupils with protected characteristics.

Why we have chosen this objective:

To ensure that our school community understands that we live in a country that recognises, celebrates and tolerates diversity through our school values.

To achieve this objective we plan to:

- Continually review our curriculum
- Purchase appropriate resources
- Train staff in equality and inclusion practice
- Train staff in ways to access and use outdoor learning to promote well-being
- Promote the fundamental British values of Democracy, the Rule of Law, Individual Liberty and Tolerance of those of different faiths and beliefs.
- Ensure that our school prepares pupils positively for life in Modern Britain and promotes fundamental British Values.

Progress we are making towards this objective:

We have a display board in the hall promoting our British Values and the aspect we are working on.

Each class have half-termly sessions with TWIGS to support outdoor learning.

We have purchased a range of art work

9. Monitoring arrangements

The equality governor and the member of staff responsible will update the equality information we publish every year.

This document will be reviewed by the member of staff responsible every 4 years.

This document will be approved by the Headteacher and the Effectiveness Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment