



Park Street C of E Primary School



POLICY:

EQUALITY

Date of approval:

MAY 2020

Date of review:

MAY 2024

Park Street Church of England VA Primary School and Nursery

In our school our Christian vision shapes all we do.

Flourish and
"Let your light shine."

Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements	6
10. Links with other policies	6

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 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

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.

Objective 2:

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.

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