


# Eastcroft Park Primary School

# Equality Information and Objectives Policy

# April 2024

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| **Approved by:** | Full Governing Body | **Date:** April 2024 |
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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

Our school aims to promote respect for difference and diversity in accordance with our values, Every child matters at Eastcroft Park School. It is our vision that each child fulfils their potential, regardless of their background or circumstances in a safe, stimulating and caring environment. We aim to develop a love of learning inspired by quality teaching, foster high aspirations and encourage positive self-esteem, enabling children to leave our school prepared for their future as citizens who will lead happy and rewarding lives. “Proud to be the best that I can, a seeker of knowledge, secure in a diverse and changing world.”

Eastcroft Park School is a caring community, with children, governors, parents and staff working closely together to fulfill our aims.

At Eastcroft Park we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio- 3 economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Eastcroft Park, we

believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**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.
- 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 daily to the headteacher.

The equality link governor is Michelle Slater. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- 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 governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Jane Woods, she will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor every term 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 meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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

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 that 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 needs of people who have a particular characteristic.
- 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 activities)

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 data referenced above 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 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 tolerance, friendship and understanding of a range of religions and cultures 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, 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.
- Collaborating 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 council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also collaborate 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.

**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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

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 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**

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion

To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race, and religion.

Why we have chosen this objective:

We want our community to embrace the uniqueness of humanity more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective, we plan to:

Develop and thoroughly embed through our curriculum enrichments and PSHE lessons. These experiences, teaching, and learning will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion. For example, Chinese New Year, Black History Month, International Day of Languages, etc. These are embedded within our Curriculum, which gives teachers and pupils opportunities to explore some of these key themes and in their developing spiritual, moral, social and cultural understanding.

Intended Outcome:

To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Equality Objective 2: Linked to Pupil Attainment/Disadvantage

To support and promote equal opportunities for disadvantaged pupils.

Why we have chosen this objective: Progress and attainment data, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged, and our data is currently supporting this statistic.

To achieve this objective, we plan to:

Effectively utilise funding streams such as Pupil Premium Grant and Catch Up/Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils.

Intended Outcome:

The gap between the attainment of disadvantaged and all pupils closes.

Equality Objective 3: Linked to Pupil Attainment and Progress/Gender, Race and Disability

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: Progress and Attainment Data indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

To achieve this objective, we plan to:

Track the progress of all groups and ensure that appropriate targeted support is in place to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers.

Equality Objective 4: Linked to Pupil Attendance/Pupil Premium

To explore and understand the reasons for the disproportionately higher absentee level of PP pupils and begin to improve attendance rates of these pupils.

Why we have chosen this objective: Attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers.

To achieve this objective, we plan to:

Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and specialist services. Identify best practice from other local schools with similar issues. Communicate regularly with specific parents/carers around how we can support them further.

Intended Outcome: Increase attendance of PP children to that of a similar level to those non-PP children

Equality Objective 5 **Linked to promotion of Equality, Diversity and Inclusion**

To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc.

Why we have chosen this objective: To ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow. To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.

To achieve this objective, we plan to: Display examples of successful people prominently on notice boards throughout the school. Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability. Assemblies promoting the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the school.

## 9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

The objectives will be reviewed by the governing body at least every 4 years.

This document will be approved by governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment.