

Rainow Primary School

Caring, Learning, Achieving.

Equality Policy

Members of staff responsible:

Headteacher

Date approved by Governors:

Spring 2023

Date to be reviewed:

*Spring 2027

Action plan (appendix reviewed annually)

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.

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 community.
- 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 headteacher.

The equality link governor is Paula Riordan. 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'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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training annually. This training may be done in-house or through a designated course from a CEC provider, NGA or other body which meets the needs of the school.

The School recognise all 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. gender, religion)
- 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:

- Report attainment data each academic year to the governing body 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering Good Relations

Our school's motto of '*Caring, Learning and Achieving*' places relationships at the forefront of our work. Our easily understandable school rules of '*Be Safe, Be Kind, Be Ready*' also help keep kindness and compassion high on the agenda. In addition to this, the school aims to foster good relations between those who share a protected characteristic, and those who do not share it by:

- Promoting tolerance (we prefer acceptance), friendship and understanding of a range of religions and cultures through different aspects of our **curriculum**. This includes teaching in RE, 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, pupils will be introduced to literature and authors from a range of cultures and backgrounds.

- 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. Assembly planning demonstrates our commitment to address a wide range of topics linked to diversity, equality and inclusion.
- 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 Council** has representatives from different year groups and sex, and is formed of pupils from a range of backgrounds. The same is true of our **Eco-Council** – The Planet Protectors. Both groups deal with issues linked to fairness and everyone's duty to contribute positively to our society.
- All pupils are encouraged to participate in the school's activities, such as **sports and extra-curricular clubs**. We can demonstrate a high uptake from all pupil groups and we work hard to promote an equality in participation for each and to avoid stereotyping e.g. we are working towards equal coaching time being dedicated to girls' vs. boys' football, and our technology club changes its age-range termly.

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. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour and Discipline and Policy
- Behaviour Statement of Principles
- Anti-Bullying Policy
- SSDP

9. Equality objectives / Action Planning

How we choose our Equality Objectives

Our equality objective setting process involves gathering evidence as follows:

- Performance / achievement information, data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age,
- Seeking the views of stakeholders via pupil voice questionnaires, parent/carer questionnaires. Objectives

Our overarching aims for the objectives in our action plan are:

- Promoting equality of opportunity for members of identified groups
- Eliminating unlawful discrimination, harassment and victimisation
- Fostering good relations between the different groups of pupils

Appendix A

Equality Plan Objectives 21-22 (reviewed)

| Objective | Action | Impact on Equality | Timescale | Evaluation Jul 22 (end of cycle) |
|---|---|--|---|--|
| <p>1. To increase understanding of equality and diversity through direct teaching across the curriculum.</p> | <p>a. To ensure curricular planning throughout the course of a year includes aspects relating explicitly to equality and diversity issues and that the profile of these issues is high. This may also include improving links to other schools/groups and where possible, enabling our children to engage with different groups they would not normally work with. At least one topic in each Key Stage per year should encompass equality issues.</p> <p>b. Improve and update the school's reading provision through the purchase of targeted books which accurately show both the United Kingdom's multicultural society and the lives of others throughout the world.</p> | <p>The children will become more culturally aware and develop their understanding of global diversity.</p> | <p>a. On-going. Reviewed annually as a target for PSHE subject leader.</p> <p>b. Review as part of English subject leader book audit (usually once a year).</p> | <p>New scheme of work, 'No Outsiders' has been purchased and now integrated into the PSHE curriculum.</p> <p>RSE curriculum is embedded (Christopher Winter Scheme of Work)</p> <p>PSHE SOW has been rewritten to ensure it is progressive and sequential.</p> <p>New library of books purchased by FRS (PTA) which focus on diversity and inclusion.</p> <p>Various other texts purchased linked to other subjects which promote diversity and inclusion.</p> |

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| <p>2. To narrow the gaps between any underachievement or lack of progress of identified groups within the school.</p> | <p>a. Improve, develop and adapt the curriculum to ensure a mixture of topics that appeal to and engage both boys and girls and/or identified groups of poor performers.</p> <p>b. Improvements in planning, teaching, learning, assessment and moderation of writing.</p> <p>c. Monitor the achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is accurately reported to the governors.</p> | <p>a-c. Measurable improvement year on year in children's attainment and progress, relative to their starting points.</p> | <p>a-c. ongoing.</p> | <p>See Pupil Premium impact report here for more detail on the achievement of this potentially vulnerable group.</p> <p>Results are reported to governors at least annually.</p> |
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Equality Plan Objectives 22-23

| Objective | Action | Impact on Equality | Timescale | Evaluation Jul 23 (end of cycle) |
|---|---|--|--|--------------------------------------|
| <p>1. To increase understanding of equality and diversity through direct teaching across the curriculum.</p> | <p>a. To ensure the curriculum includes aspects relating explicitly to equality and diversity issues and that the profile of these issues is high. Make sure least one topic in each Key Stage per year should encompass equality issues.</p> <p>b. To develop a whole-school Assembly Plan to promote equality, diversity and inclusion. The plan should also incorporate British Values, be linked to our PSHE scheme of work, and appeal to the full primary age-range.</p> <p>c. To launch the new CEC RE syllabus.</p> <p>d. Ensure displays throughout school reflect the rich and diverse nature of our world.</p> | <p>The children will become more culturally aware and develop their understanding of global diversity.</p> | <ul style="list-style-type: none"> • By July 23 • Review termly • July 23 • End of autumn 22 | <p>Assembly plan</p> |

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|--|--|---|---|--|
| <p>2. To narrow the gaps between any underachievement or lack of progress of identified groups within the school.</p> | <p>a. Continue to Improve, develop and adapt the curriculum to ensure a mixture of topics that appeal to and engage both boys and girls and / or identified groups of poor performers.</p> <p>b. Continue to improve planning, teaching, learning, assessment and moderation of writing.</p> <p>c. Monitor the achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is reported accurately to the governors. See our PP Statement for 22-23 here.</p> | <p>a-c. Measurable improvement year on year in children's attainment and progress, relative to their starting points.</p> | <p>a-c by July 23</p> | |
| <p>3. To increase staff understanding and expertise linked to Equality, diversity and Inclusion</p> | <p>a. All staff to receive CPD linked to neurodiversity/SEN/ mental health.</p> <p>b. All staff to undertake basic Equality training by end of Sep 23.</p> | <p>a. Staff have a more consistent and increased understanding of topics covered, and more strategies to work with different groups of pupils.</p> <p>b. Staff understand their legal duty linked to Equality, diversity and inclusion.</p> | <p>a. July 23</p> <p>b. End of Oct 23</p> | |

