

Equality information and objectives

Parkland Primary School



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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
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	5
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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The advisory 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 daily to the headteacher

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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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. They regularly liaise regarding any issues and make senior leaders 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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the 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 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 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 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
- 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 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 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. We regularly review our local needs to support widening children's perspectives of the world.

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.

8. Equality objectives

Objective 1: *Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and in particular, for those with mental health needs*

Why we have chosen this objective: *to ensure that all pupils have the skills to be able to cope with challenges and provide the right support so that pupils are able to access the curriculum and make progress.*

To achieve this objective, we plan to:

ensure that the Mental health policy is in place and understood

provide appropriate interventions for identified pupils and needs

provide CPD for all staff on mental health and how we can support pupils to be mentally healthy

Progress we are making towards this objective:

Pastoral team in place and range of interventions in place e.g. Lego Therapy, Bio feedback etc.

Enhanced Healthy School Status achieved.

Objective 2: *Embedding the Character and Resilience Project will support pupils to be confident, well balanced learners, with a positive approach to their learning. Our Key learning values are embedded in classrooms. We provide opportunities for our pupils to be able to develop them in their learning across the curriculum. They are as follows: Perseverance, Self-control, Enthusiasm, Gratitude, Social skills, Hope and Curiosity*

Why we have chosen this objective: *to ensure that all pupils are confident, well balanced learners with a positive approach to learning.*

To achieve this objective, we plan to:

Address the key learning values within the curriculum

Display and refer to Key learning values within classrooms and celebrate as a whole school

Provide CPD for all staff to ensure that they are providing opportunities to develop character and resilience and providing opportunities to work on curriculum design

Progress we are making towards this objective:

Key learning values displayed within the classrooms

Route to resilience completed and accreditation achieved.

Enhanced Healthy School Status achieved.

Objective 3: *Review the Parkland Curriculum and the curriculum intent, implementation and impact to ensure that it accurately reflect the aims and values set out in this policy*

Why we have chosen this objective: *to develop a curriculum that meets the needs of our pupils and prepares them with the skills and knowledge to make a positive contribution to society.*

To ensure resources and planning are appropriate and provide a balanced view of perspectives and nurture awareness and understanding of diversity across our community.

To achieve this objective, we plan to:

Provide regular CPD for teachers and for support staff to support the development of our curriculum design

To develop middle leaders to provide them with the skills to monitor and evaluate the curriculum to ensure that it is broad, balanced and reflects the aims and values set out in this policy.

Progress we are making towards this objective:

CPD delivered over Spring Term (Developing the learning journey) and Summer Term (Developing the Parkland Curriculum)

Evaluation of long-term topic planning completed Autumn 2018

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Advisory Board at least every 4 years.

This document will be approved by the Advisory Board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Equal opportunities Policy
- Safeguarding and child protection policy
- Pupil Mental Health Policy
- Anti- bullying policy