



Equality Policy Objectives & Statement

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SIGNED:	ROLE: CO-CHAIRS OF GOVERNORS
TO BE REVIEWED:	ANNUALLY

1. Introduction

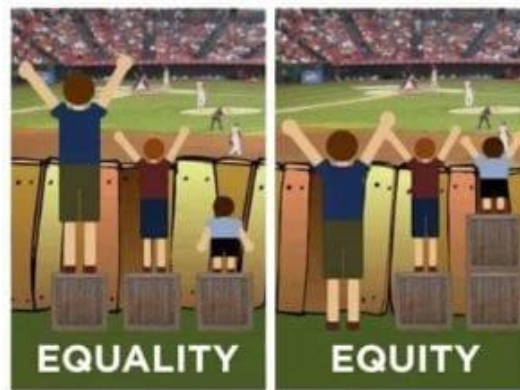
Equality Statement

At Adwick Primary 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-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 and equity, challenging bullying and stereotypes and creating an environment which champions respect for all. At Adwick Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equity

- Children are not the same – they are all different. Like adults, we act and react in different ways. Equity takes into account these different needs.
- We need to be treated differently to be treated 'fairly'. Most of this comes through relationships and knowing our children well.

- When pupils have SEN that sometimes displays as poor behaviours, we need to learn as a community to be tolerant, while at the same time knowing that certain behaviours are not acceptable and that they have consequences.
- This balance of equality 'v' equity is one we need to get right as professionals and explain with clarity to pupils, parents and staff.



2. 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
- Advancing equality and promoting respect for difference and diversity through the school's vision, ethos and values
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

3. 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](#).

4. 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 once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis 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

5. 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 annually.

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.

6. 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 particular 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

7. 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 Team Meetings dealing with relevant issues. Pupils will be encouraged to take a lead in such Team Meetings.
- 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, through Student Agency, the school 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

8. 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.

9. Equality objectives

- **Objective 1:** Promote cultural understanding and awareness, through the curriculum and Team Meetings, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups.
- **Objective 2:** Monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including pupil leadership opportunities.

- **Objective 3:** Close gaps in attainment and progress between groups of pupils, especially disadvantaged pupils, pupils with SEND and boys.
- **Objective 4:** Provide appropriate and early pastoral interventions for pupils to promote positive behaviour and inclusion, especially disadvantaged pupils and boys.

10. Monitoring arrangements

The governing board and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board and headteacher at least every 4 years.

This document will be approved by governing board and headteacher