

# Public Sector Equality Duty

## Equality information and objectives

Thameside Primary School



Last reviewed: July 2024

Document Control			
Review Period	12 Months	Next Review	July 2025
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
Based on Trust template 01/05/23			

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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

## 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 LGB (local governing body) 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 on a daily basis to the headteacher

If you have an equality link governor, insert and amend as applicable, the following:

The **equality link governor** is **Ellie Ball**. They will:

- Meet with the designated member of staff for equality every long 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

The **designated member of staff for equality (Annette Polley)** will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every long 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 professional development 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 as part of the annual operational induction.
- 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)
- 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 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
- 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 and via our reading spine, 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 Pupil Parliament 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, for example visits from Paralympians.

## 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 objectives – 23/24

**1. Teaching and Learning -** To educate all about discrimination and prejudice and promote a harmonious/kind/understanding culture and climate via the curriculum offer.

### **Why we have chosen this objective:**

- To reduce prejudice and increase understanding of equality and diversity through direct teaching across the curriculum
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences.

### **To achieve this objective, we plan to:**

- Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender, for example Diwali, Eid, Black History Month,
- Ensure that the school vision and values promote respect for and understanding of the differences within society, the local community and within school
- Review the curriculum (including trips and visitors) so that it promotes role models that young people positively identify with, and which reflect the school's diversity in terms of race, gender and disability.
- Ensure that enrichment opportunities and assemblies (for example Inspirational People Assemblies), extend pupils' understanding of the range of peoples, cultures, beliefs and religions.
- Regularly review the whole school 'Reading Spine' so that it includes a wide variety of diverse authors and contexts, which have been carefully chosen to provide a wide representation of cultures, peoples and beliefs.
- Ensure that displays reflect diversity across the curriculum

### **Progress we are making towards this objective:**

- Children's understanding of objectives linking to PSHE, SMSC, British values and positive mental health strategies has improved and strengthened.
- Racist/discrimination incidents are low/nil.
- Children and staff have a good understanding of and can articulate the importance of equality and diversity
- Children show an understanding and respect of differences.
- Children demonstrate a good understanding of different religions and cultures through work in books, assemblies and discussions/pupil voice.

**2. Achievement** - To strive for all pupils regardless of characteristics or circumstance to make exceptional progress in all aspects of their learning and to achieve the highest possible standards.

Why we have chosen this objective: to ensure that all children are supported and provided with the opportunity to reach their potential.

**To achieve this objective, we plan to:**

- Provide a range of educational opportunities for parents to develop their own skills to support their children.
- Develop pastoral support and initiatives to support key groups of children in the school, those in receipt of Pupil Premium
- Support all children that have been impacted by COVID-19 through carefully targeted catch-up programmes and pastoral support
- Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in the data that require additional support for pupils. Analyses to be shared and discussed with governors.

**Progress we are making towards this objective:**

- Pupils on the school's SEND register and children identified as vulnerable or disadvantaged are supported and make good progress from starting points; early indications show that gaps are narrowing between key groups.
- Parents report that they are well supported in helping their children to access the curriculum at home.

**3. Leadership and Management** - To continually consider how well the school ensures equality of opportunity for all its pupils and staff

**Why we have chosen this objective:** To ensure that there is an established and embedded culture of valuing diversity in our school.

**To achieve this objective, we plan to:**

- Ensure all new and existing policies and procedures take account of our commitment to achieving equality, diversity and inclusion
- To further the knowledge, understanding and culture in relation to EDI through engagement and commitment to regular training and CPD
- To facilitate the building of relationships across all stakeholders, for example opportunities to share life experiences; perspectives.
- Leadership team routinely demonstrate their commitment to equality through planned regular review of equality objectives (and impact of actions) at SLT meetings

- Discuss Equality Plan with a variety of stakeholders, for example via staff meetings; Pupil Parliament meetings; new staff induction sessions and parent information meetings
- LGB identify equality related impacts and risks and discuss with the Senior Leadership Team how they will be mitigated and managed.
- Signpost relevant CPD to staff
- Publish and promote the Equality Plan through the school website, newsletter and staff meetings.
- Annual Survey to parents and pupils will include questions relating to equality.
- Ensure that safe spaces are made available for all children (and staff) to share and discuss any EDI related feedback and/or concerns
- Ensure disabled children; those in receipt of Pupil Premium and those with SEND can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; assemblies; after school clubs

**Progress we are making towards this objective:**

- All staff, governors and parents are aware of the school's Equality Policy & Plan.
- All appointments of staff are in line with EDI ethos and approach
- A deliberate strategy is in place to promote inclusivity and diversity in the curriculum and through recruitment (staffing and LGB)
- Pupil participation in pupil leadership and clubs is closely analysed and any gender or pupil group imbalance in participation in after-school activities is identified and addressed.

## **9. Monitoring arrangements**

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

This document will be reviewed by the Headteacher and LGB at least every 4 years.

## **Links with other policies**

This document links to the following policies:

- Equality, Diversity & Inclusion Trust Policy
- Accessibility plan
- SEND policy
- Dignity at work policy
- Anti-Bullying policy