

# Highwood Primary School



## Equality information and objectives

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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:

- o Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- o Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- o Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

#### Our Mission Statement for equality

At Highwood Primary School, we are committed to ensuring equality of opportunity for all, regardless of racial, ethnic, cultural, disability, sexual orientation or religious background. We consider that all manifestations of racism are wholly unacceptable, and we will act promptly and positively to eliminate racial discrimination where it occurs.

We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will endeavour to enable every pupil to:

- participate in a full, balanced curriculum that takes into account the wide variety of the world's racial, ethnic, cultural and religious groups.
- recognise and challenge racism, racial discrimination and stereotyping.
- begin to develop the knowledge, understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.

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. Pupils' view will be sought during the year and shared with the Governing Body. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Highwood Primary School 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:

- o [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- o [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:

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

The equality link governor is David Donoghue They will:

- o Meet with the designated member of staff for equality termly and other relevant staff members, to discuss any issues and how these are being addressed
- o Ensure they're familiar with all relevant legislation and the contents of this document
- o Attend appropriate equality and diversity training
- o Report back to the full governing board regarding any issues

The leadership team will:

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

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff for equality will:

- o Support the executive headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- o Meet with the equality link governor termly to raise and discuss any issues
- o Support the executive 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.

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.

## 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:

- o Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- o Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- o 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:

- o Publish attainment data each academic year showing how pupils with different characteristics are performing
- o Analyse the data each academic year showing how pupils with different characteristics are performing, in order to determine strengths and areas for improvement and implement actions. Due to small numbers data will not be published.
- o Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
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## 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:

- o 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
- o Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will aim to invite external speakers to contribute

- o 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
- o Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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
- o 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:

- o Cuts across any religious holidays
- o Is accessible to pupils with disabilities
- o 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 2023-2026

### Objective 1

Extended school activities such as after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

Why we have chosen this objective:

More pupils' from vulnerable groups are accessing after school provision

To achieve this objective we plan to:

To source and offer more after school clubs, that cater for all ages and abilities

Progress we are making towards this objective:

### Objective 2

Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.

Why we have chosen this objective:

To broaden our children's knowledge and understanding of the world and different world views.

To achieve this objective we plan to: Make contact with different local ethnic and religious groups to enrich the curriculum eg through trips or guest speakers

Progress we are making towards this objective:

### Objective 3

Ensure all pupils are given the opportunity to make a positive contribution to the life of the school

Why we have chosen this objective:

We value the contribution that all children can make regardless of background, ethnicity etc.

To achieve this objective we plan to:

Continue with leadership roles for pupils in school eg house captains for year 6.

Weekly class conferences in each class. Ensuring vulnerable pupils do get opportunities in assemblies, concerts etc.

Progress we are making towards this objective:

### Objective 4

Identify, respond and report incidents involving minority/ vulnerable groups to the Governing body on a termly basis.

Why we have chosen this objective:

To increase awareness of the needs of vulnerable groups

To achieve this objective we plan to:

Raise staff awareness so that incidents are reporting and provide Termly reports for governors.

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The Executive Head Teacher and Governing Body will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing Body.

### **1. Links with other policies**

This document links to the following policies:

- o Accessibility plan
- o Risk assessment
- o Anti-Bullying
- o E Safety Policy
- o Pupils with Additional Medical  
Needs
- o SEN Policy