



School Policy Document

Equality information and objectives

Date First Adopted by Full Governing board: 15 May 2021

Last reviewed on: 20 February 2023

Next review due by: February 2024

Learning | Character | Community

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

Pinner Park Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are valued equally. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise, respect and celebrate difference
- We foster positive attitudes and relationships and a shared sense of identity and belonging
- We observe good equalities practice in staff (safer) recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We have the highest expectations of all our children.

We give careful consideration to equality issues in everything that we do at Pinner Park Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

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, 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

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

We eliminate discrimination by:

- Having a consistent behaviour policy (based on the key words; Ready, Respectful, Safe, Kind) which ensures that all children feel safe at school and that any type of bullying or discriminatory behavior is tackled quickly
- Reporting, responding to and monitoring all discriminatory incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of and represents our pupils, that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

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)
- 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 clubs and activities)
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention

- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

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
- Ensuring that children's rights are understood and promoted as a 'UN Rights Respecting School'
- Promoting a strong behaviour culture through a clear, consistently applied behaviour policy based on the key words, 'ready, respectful, safe and kind'
- Holding assemblies dealing with, and regarding, relevant issues
- 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 promote positive relationships 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 promote knowledge and understanding of different cultures (for example, through our social media and newsletters)

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

8. Equality objectives

Objective 1

THEME: Leadership and Management

AREA: Whole school approach

Objective:

- School leaders are committed to equality at all levels. The school will adopt an equality policy promoting and protecting those characteristics for which we have to have due regard. A whole school approach to educating for equality is understood and implemented by all staff, parents and governors.

Actions:

- Parents will be consulted on the policy as part of their contribution towards whole school development; the policy will be implemented with a view to all stakeholders being collectively responsible for equality at Pinner Park Primary School

Objective 2

THEME: Staff CPD

AREA: Training and CPD/personal reflection

Objective:

- All staff will receive CPD on unconscious bias to raise awareness of gender and race equality in particular. Staff will feel more confident when dealing with race/gender-related incidents in school and with parental engagement (as shown by the FSPA survey Autumn 2020/Summer 2021)

Actions:

- High quality CPD to be planned and delivered to all staff on unconscious bias where race is concerned and also unconscious bias with a view to promoting and increasing parental/family engagement

Objective 3

THEME: Teaching, learning, curriculum and resources

AREA: Teaching/curriculum review and design

Objective:

- The curriculum is used proactively to promote anti-racism and gender equality- increase the number of reading and library books which feature characters from a Black, Asian or Minority Ethnic background, which are from Black, Asian and Minority Ethnic authors, and have themes of diversity and equality

Actions:

- The curriculum (including units of work, resources, displays) is reviewed for equalities content- staff will identify and challenge negative or patronising images, stereotypes and myths in texts and illustrations with a view to better representation for the children of our school community and beyond (only 7% of the children's books published in the UK over the last 3 years feature characters from a Black, Asian or Minority Ethnic background – source: CLPE); purchase of a diverse range of books for our school library to support and represent our school community

9. Monitoring arrangements

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

This document will be approved by the Governing Board.

Appendix 1 | Annual Progress Statement

Staff CPD	All staff have received training in Unconscious Bias, led by Diana Ohene-Darko. Diana has gone on to participate as an author for an NAHT publication on the subject of race equality and is part of the national steering committee. The school was successful in gaining the FSPA allegiance award.
Curriculum Planning	<p>When reviewing curriculum across a range of subjects, due regard has been given to issues of equality.</p> <p>Examples:</p> <ul style="list-style-type: none"> - History curriculum now includes broader units to be more inclusive (and less colonialist). We now have a ‘nurturing nurses’ unit which features Mary Seacole, rather than specifically studying Florence Nightingale. We now study Ibn Battuta as opposed to David Livingstone as a unit on explorers. We have chosen to study Early Islamic Civilisation as a unit of work. - In Geography we have chosen units of work which reflect the cultural heritage of many of our students. We have a heightened awareness of the representations of other countries (for example, not presenting India or African nations as purely rural villages). - In music we have units which represent a wide range of world music, including specific units on Ghanaian drumming, singing and dance, and Steel Pans – each taught by specialist music teachers.
Reading	<p>We have implemented a programme of rebalancing our reading materials to ensure that we have a range of authors, topics, characters which are more diverse. We have a commitment to purchasing a good quantity of new books each year which are written by, and/or feature positive representations of women and girls, people of colour, LGBT+ people, people with disabilities and people from minority ethnic groups. Children have been very positive about the range of new books available to read.</p> <p>When deciding on a new writing programme for the school, we have intentionally chosen a set of resources which includes characters and authors from a range of cultures and backgrounds, authors, characters and stories about varied families as well as stories with disabled writers and protagonists.</p> <p>Diversity is threaded through the texts.</p>
Physical adaptations to school building	A new building programme has ensured that people with mobility issues, or wheelchair users now have internal access to the ground floor of the entire school. An existing lift gives access to the first floor in the upper school. A new visitor toilet in the main entrance has been equipped with grab rails etc.

	We are becoming increasingly aware of sensory issues for some of our pupils and staff. We have made a conscious effort to reduce the level of stimulation by, for example, reducing the number of displays in corridors and classrooms, and providing more muted, 'calm' displays within classrooms.
Other	The following other considerations have been made: <ul style="list-style-type: none">- Cultural aspects considered in tendering for new school meal provision- School dates planned to avoid significant religious festivals (for example, ensuring the sports day and residential visits are not during Ramadan)