

# Equality, Equity and Diversity Information and Objectives Policy



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## Definitions used within this policy

### Protected characteristics (Equality Act 2010)

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

### Equity

Recognises that each individual has different circumstances and gives each person the exact resources and opportunities needed to reach an equal outcome

### Equality

Means each individual or group of people is given the same resources or opportunities

### Diversity

in education is about recognising and welcoming the different backgrounds, ideas, and experiences that pupils bring. It encourages the inclusion of cultures, languages, abilities and ideas.

## 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, harassment, victimisation 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

Our school aims to promote respect for difference and diversity in accordance with our values, which are Partnership, Achievement, Resilience, Kindness, Growth, Aspiration, Trust and Excellence.

## 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 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
- Aspire towards the membership of the governing body reflecting the demographics of our community

**The equality link governor will:**

- Ensure consideration of equality, equity and diversity matters are always taken into account by the governing body when making decisions or carrying out any other functions.
- Monitor plans and policies that have a link to equality, equity and diversity matters.
- Meet with the designated member of staff for equality, equity and diversity every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Check the equality, equity and diversity policy is being implemented well in our school. Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality, equity and diversity training.
- Report findings back to the full governing body.

**The headteacher will:**

- Promote knowledge and understanding of the equality, equity and diversity objectives among staff and pupils
- When necessary ensure an appropriate member of staff attends additional training
- Monitor success in achieving the objectives and report back to governors

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.

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, and an equality link governor. They regularly liaise regarding any issues and making 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 protected characteristic they have (e.g. pupils with disabilities, or pupils subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular protected characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular protected 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 protected characteristics are performing
- Analyse the data referenced above 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. decline in racial incidents)
- 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, Personal Development Learning (PDL), 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
- Encouraging the children to use appropriate language and challenging children when they may offend others, particularly those with a protected characteristic, by their use of an inappropriate language or terminology
- Holding assemblies dealing with 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 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

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever decisions are made.

The school always considers the impact of decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality, equity and diversity objectives

Our objectives for the next four years are:

### **Objective 1 To close the persistent absence (10%+) gap between our disadvantaged pupils and non-disadvantaged pupils.**

We have chosen this objective because the persistent absence figure for our disadvantaged pupils is currently (Sept 23 – Mar 24) is 31.4% compared to 7.9% for pupils who are not from a disadvantaged background. In order to raise the attainment of our disadvantaged pupils further we need them to be in school for the same amount of time as their peers.

To achieve this objective we will;

- identify and closely monitor persistent absentees, and those close to becoming persistent absentees
- engage with families, explaining the importance of attendance and offering support
- develop strategies that promote good attendance to encourage children who may be reluctant to attend
- work closely with agencies to provide additional support where needed

### **Objective 2 To identify training needs and ensure relevant training completed by all staff and governors by September 2025.**

We have chosen this objective to ensure that all staff are aware of their role in our commitment to promoting respect for difference and diversity, in accordance with our values of Partnership, Achievement, Resilience, Kindness, Growth, Aspiration, Trust and Excellence.

To achieve this objective we plan to:

- identify relevant training needs for school leaders, staff and governors
- make arrangements for training to be undertaken
- monitor changes made following on from training

## 9. Monitoring arrangements

The headteacher will update the equality information we publish annually.

This document will be reviewed by the Governing Body whenever legislation changes and at least every 4 years.

This document will be approved by the Governing Body every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Manual of personnel practice

## Appendix - Equalities Information

### Pupil-related data

Academic Year 2022/23 %						
Attainment in reading at KS2 by <b>gender</b>	ARE		Beyond			
	Boys	Girls	Boys	Girls		
	77%	76%	31%	24%		
Attainment in writing at KS2 by <b>gender</b>	ARE		Beyond			
	Boys	Girls	Boys	Girls		
	62%	82%	19%	24%		
Attainment in maths at KS2 by <b>gender</b>	ARE		Beyond			
	Boys	Girls	Boys	Girls		
	81%	76%	15%	15%		
Attainment in reading, writing and maths at KS2 by <b>gender</b>	ARE		Beyond			
	Boys	Girls	Boys	Girls		
	54%	65%	12%	12%		
Attainment in reading at KS2 by <b>ethnic group</b>	ARE		Beyond			
	English First Lang 79%		English First Lang 28%			
	There were no other significant groups					
Attainment in reading at KS2 <b>Disadvantaged</b>	67%		11%			
Attainment in writing at KS2 by <b>ethnic group</b>	ARE		Beyond			
	English First Lang 75%		English First Lang 23%			
	There were no other significant groups					
Attainment in writing at KS2 <b>Disadvantaged</b>	67%		22%			
Attainment in maths at KS2 by <b>ethnic group</b>	ARE		Beyond			
	English First Lang 79%		English First Lang 11%			
	There were no other significant groups					
Attainment in maths at KS2 <b>Disadvantaged</b>	67%		11%			
Attainment in reading, writing and maths at KS2 by <b>ethnic group</b>	ARE		Beyond			
	English First Lang 61%		English First Lang 12%			
	There were no other significant groups					
Attainment in reading, writing and maths at KS2 <b>Disadvantaged</b>	56%		0%			
	SEND Support	Disadvantaged	Girls	Boys		
Progress in reading at KS2	-1.82	-0.72	-2.3	0.32		
	SEND Support	Disadvantaged	Girls	Boys		
Progress in writing at KS2	-4.24	-0.18	0.51	-1.13		
	SEND Support	Disadvantaged	Girls	Boys		
Progress in maths at KS2	-2.85	-2.02	-2.24	-0.48		
<b>Attendance % of pupils</b>	SEND	Disadvantaged	Non-Disadvantaged	Girls	Boys	
	Mar 21 - Mar 22	91.21%	91.2%	94.58%	94.25%	94.02%
	Mar 22 – Mar 23	90.73%	91.57%	94.42%	94.2%	93.88%

<b>Mar 22 – Mar 23</b>	93.47%	93.57%	95.62%	95.31%	95.39%
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The school has published various policies on the school's internet site [www.parkgateprimary.co.uk](http://www.parkgateprimary.co.uk) . These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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