




**Poverest**  
P r i m a r y S c h o o l

## Equality Information and Objectives

|   |                                  |   |
|---|----------------------------------|---|
|  | <b>Name of School</b>            | <b>Poverest Primary School</b>            |
|   | <b>Equality Lead</b>             | <b>Emma Wilson</b>                        |
|   | <b>Equality Governor</b>         | <b>Sue Tysall</b>                         |
|   | <b>Policy review Date</b>        | <b>July 2022</b>                          |
|   | <b>Date of next Review</b>       | <b>July 2023</b>                          |
|   | <b>Who reviewed this policy?</b> | <b>All staff &amp; Chair of Governors</b> |

## Equality objectives statement

*Poverest Primary 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. In accordance with The Equality Act 2010 we herewith detail our Equality Objectives that demonstrates that we have due regard for the need to:*

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Poverest 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 of equal worth. Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff 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

### **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.](#)

**Roles and responsibilities** Staff and governors are regularly reminded of their responsibilities under the Equality Act e.g. during meetings.

### **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, children and parents, and that they 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 Equality Link Governor (Mrs Tysall) will:**

- Meet with the designated member of staff for equality every year 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 (Mrs Weeks) will:**

- Promote knowledge and understanding of the equality objectives amongst staff and children
- Monitor success in achieving the objectives and report back to governors

### **The Designated Member of Staff for Equality (Mrs Wilson) will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and children
- Meet with the equality link governor every year to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

### **The Staff will:**

- Have regard to this document and to work to achieve the objectives.
- Regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

*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. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives alongside our Equality Review recommendations.*

**Objective 1: To promote equal opportunities for all staff and governors, tackling discrimination if it occurs.**

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| To achieve this objective we plan to:   | Progress made towards this objective:  |
| Continue to increase the diversity of the staff and governors through our adverts for vacancies to encourage candidates to apply from under-represented groups. | Improved representation of under-represented groups across our staff and governors |
| Ensure that all new employees carry out equalities training and training in unconscious bias.   | All staff have had the training  |

**Objective 2: Children from all groups (Equality Act 2010) make progress in line with their peers with the aim to meet or exceed national expectations across the curriculum.**

| Steps taken   | Evidence   |
|---|--|
| <ul style="list-style-type: none"> <li>Monitor and analyse achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</li> </ul>  | <ul style="list-style-type: none"> <li>Children’s progress reviews held every six weeks show all children were targeted to ensure that the gaps were narrowed in line with their peers and national data.</li> <li>The SENCO and assessment coordinator reviewed, every six weeks, the impact of each intervention to ensure that all children were making progress.</li> <li>The school Governor’s met termly to discuss and challenge the school about what was being done for these groups.</li> <li>The AFACT acted as a ‘critical friend’ throughout the year to challenge what we are doing to support our vulnerable pupils.</li> </ul> |
| <ul style="list-style-type: none"> <li>Our EAL children to achieve in line with their peers and their families supported to help with their child’s learning.</li> <li>We have an English as an Additional Language (EAL) teacher who works with children two mornings a week and liaises with our EAL families and staff.</li> </ul>   | <ul style="list-style-type: none"> <li>On average our EAL children achieve in line or better than their peers.</li> <li>Our EAL teacher worked with identified EAL pupils every week and wrote termly progress updates for the class teachers.</li> <li>EAL teacher held a coffee morning for our EAL parents and families. During this coffee morning the parents made signs in different languages to go around the school.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Pupil Premium funding is allocated effectively:</li> <li>Additional and specialist teachers support our PP children to fall in line with national expectations.</li> <li>PP children are encouraged to take part in clubs at a significantly discounted rate</li> </ul>  | <ul style="list-style-type: none"> <li>See website for PP funding</li> <li>Half Termly Children progress reviews show the children are narrowing the gaps.</li> <li>Interventions in place for all PP children and the impact is monitored every half term.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Parents and families are confident to support their children at home.</li> <li>We provide regular workshops for parents as well as information about what the children will be learning and how to use any Apps.</li> <li>Communication through a range of media for parents who can’t come into school.</li> <li>Parents observe phonics lessons on Friday mornings.</li> </ul> | <ul style="list-style-type: none"> <li>‘Meet the teacher’ events as well as parent workshops to support home learning and how to use any online apps they might need.</li> <li>Family Liaison officer meets with families to offer support as needed</li> </ul>  |

**Objective 3:** Enable pupils to appreciate and value difference and diversity through PSHE lessons and Picture News assemblies which reduces the incidents of homophobic, sexist and racist language by students.

| Steps being taken  | Evidence   |
|--|--|
| <p>Monitor behaviour incidents with a focus on: Who? Where? Why? Then look at what additional strategies can be employed to reduce incidents?</p> <ul style="list-style-type: none"> <li>• 'Peer Mentors' as part of the restorative justice scheme reinstated after COVID</li> <li>• Nurture room for vulnerable pupils at lunchtime as well as a range of lunchtime clubs and quiet places for the children to use.</li> </ul> | <p>2021-2022: 7 racial incidents<br/>2020-2021: 8 racial incidents</p> <ul style="list-style-type: none"> <li>• Senior leaders monitored behaviour weekly and produced a report for Governors each half term including a breakdown of vulnerable groups. The Governors then monitored and challenged the school on what they are doing through the Safety and Behaviour Committee.</li> <li>• Behaviour incidents by location: 228 incidents occurred in the playground, 198 incidents occurred in the classroom, 51 in the canteen, 13 in our Autistic Provision and 6 outside school.</li> <li>• December, March and July were the main months when any physical incidents occurred which shows that the end of each terms are the main times incidents occur. SLT are now on a lunchtime rota every day during these months.</li> <li>• May was the main month when the most general disruption in class took place. All COVID restrictions had been removed by May.</li> </ul> |
| <p>Anti-Bullying Week was held to remind the children about what to do if they felt that they were being bullied and to inform parents about what we do.</p>   | <p>The School Council produced an anti-bullying leaflet for children and parents which they shared with their year group and also went on the school council display.</p> <p>All behaviour incidents are logged daily on our register system and any trends are looked out for weekly. Due to this system and the monitoring of it no bullying incidents were recorded all year due to quick interventions.</p>  |
| <p>The School Council are a central voice for children to discuss what is important to them in school, the local community and the global world. This group is composed of children who have one or more characteristics from the Equality Act and at least one child from our autistic provision. The School Council meet every half term to plan and organise events.</p>  | <ul style="list-style-type: none"> <li>• The school council were elected by their peers and without needing any adult intervention it was composed of boys, girls, EAL, SEND etc.</li> <li>• As part of our Community Project the School Council raised money to sponsor a guide dog by doing a sponsored fun run. They also collected food for the food bank and donations for the second chance animal rescue centre. As part of our Global Project the School Council raised money for 'Mind' as part of Mental Health Week.</li> </ul>   |
| <p>Appoint Year 6 LGBT+ Ambassadors who are trained using the 'metro training programme'.</p>  | <p>No homophobic incidents were reported all year.</p>   |
| <p>Autism Awareness Week – led by children from our Autistic Provision</p>   | <p>The children in the Provision did a virtual assembly and made videos for the rest of the school to watch. They created posters and the week ended with a whole school celebration assembly.</p>   |
| <p>Black History Month – each year group celebrates the life of a famous black person chosen with the children.</p>  | <ul style="list-style-type: none"> <li>• Black History display outside Mrs Week's office to showcase what each class learnt.</li> <li>• Sharing assembly where each class spoke about what they had done.</li> </ul>   |