



## Equality Objectives Statement

This Policy was approved Governors in:	July 2023
This Policy was shared with staff on:	July 2023
Implementation of this Policy will be monitored by:	Emma Wilson
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	July 2023
Date of next Review:	<b>July 2024</b>

*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 Wildman) 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 (Mr Haylock) 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.
- Take ownership of ensuring that the curriculum they are delivering meets the objectives in promoting equality of opportunity.

*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 children, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support children, raise standards and ensure inclusive teaching, we have set the following objectives alongside our Equality Review recommendations.*

**Objective 1: new objective for 2023-2024**

To promote the protected characteristics under the Equality Act 2010 through our inclusive curriculum. These include age, disability, race, gender, religion etc. We will know that this aim has been successful when learning about people with protected characteristics is taught in every curriculum subject in each year group.

To achieve this objective we plan to:	Progress made towards this objective (evidence):
<ul style="list-style-type: none"><li>• Staff meeting time to map the protected characteristics across our curriculum subjects. e.g. where we study female scientists, disabled artists etc.</li></ul>	

<ul style="list-style-type: none"> <li>• Training for staff on the Equality Act and these objectives.</li> </ul>	
<p>Progress towards this objective</p> <ul style="list-style-type: none"> <li>• Equality Link Governor and Designated member of staff will meet in March to discuss the progress towards this objective, speak to children and carry out a curriculum/book scrutiny.</li> <li>• monitor the impact of this through learning conferences (speaking to the children) as well as looking at what the children are being taught through book scrutinies.</li> </ul>	

We have selected this objective as we have noticed some inequalities within our curriculum e.g. learning about lots of famous white males and we want to ensure that our curriculum eliminates discrimination and promotes the protected characteristics.

<b>Objective 2: ongoing</b> <b>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</b>	
<b>To achieve this objective we plan to:</b>	<b>Progress made towards this objective:</b>
<ul style="list-style-type: none"> <li>• Monitor and analyse child achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Child 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 act as a 'critical friend' throughout the year to challenge what we are doing to support our vulnerable children.</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 children 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. 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 child 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 can observe phonics lessons weekly in EYFS</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> <li>• Celebration of Learning events half termly to share how we teach reading, maths etc.</li> </ul>
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We are continuing with this objective as we have noticed that our EAL pupils continue to perform in line with their peers. The gender gap still needs to be an area of focus particularly in English and Maths. Term of birth continues to be monitored across the school in all subjects. Our focus will be determined by the cohort of children, subjects taught and other data or evidence gathered throughout the year.

Objective 3: ongoing	
Enable children to appreciate and value difference and diversity in the community and with their peers through PSHE lessons and Picture News assemblies which reduces the incidents of homophobic, sexist and racist language by students. Children will continue to do this even when they are not in school and have moved on to their secondary schools.	
To achieve this objective we plan to:	Progress made towards this objective:
<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</li> <li>• Show racism the red card day as part of children's mental health week.</li> <li>• Nurture room for vulnerable children at lunchtime as well as a range of lunchtime clubs and quiet places for the children to use.</li> </ul>	<p>2022-2023: 5 racial incidents 7 racial incidents 21-22 8 racial incidents 20-21</p> <p>This data shows that the number of racist incidents is reducing each year through the steps that we have taken.</p> <p>This year there have been no repeat offenders from the year before and once the children knew that their comments had caused offence they didn't say them again.</p> <p>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.</p>
<ul style="list-style-type: none"> <li>• Through PSHE lessons challenge stereotypes, body image etc</li> <li>• Appoint Year 6 LGBT+ Ambassadors who are trained using the 'metro training programme'.</li> </ul>	<p>No sexist or homophobic incidents have been reported now for two years.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<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</p>

	it no bullying incidents were recorded all year due to quick interventions.
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school council was elected by their peers and it is composed of boys, girls, EAL, SEND etc.</li> <li>As part of our Community Project the School Council collected food for the food bank and organised a book swap event. For our Global Project the School Council did a toy sale.</li> </ul>
<ul style="list-style-type: none"> <li>Autism Awareness Week – led by children from our Autistic Provision</li> </ul>	As part of this week two children in the Provision went to each class to talk about what Autism was like for them. Each class did activities around Autism awareness and created a school portfolio of what they had done.
<ul style="list-style-type: none"> <li>Black History Month – each year group celebrates the life of a famous black person chosen with the children.</li> </ul>	<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 and created a whole school portfolio of evidence.</li> </ul>

This links with our responsibilities for communication in school e.g., Parent Forums, Parent surveys, Coffee mornings, class dojo etc.

We are continuing with this objective as we want to ensure that the number of incidents remains as low as possible and to ensure that our interventions have been effective.