



# TATTENHALL PARK PRIMARY SCHOOL

## EQUALITY POLICY & OBJECTIVES



ROOTS TO GROW; WINGS TO FLY.

WE RESPECT, WE ENJOY, WE BELIEVE.

EVERYONE ACHIEVES THEIR POTENTIAL.

**Tattenhall Park Primary School**

**Approved by Governors**

**Approved: November 2022**

**Review Date: November 2023 Action Plan: 2025**

<b>EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT</b>		
<i>Staff/ Committee involved in development:</i>	<i>FGB; Headteacher</i>	
<i>For use by:</i>	<i>Staff, Governors and Parent/Carers</i>	
<i>This policy relates to statutory guidance:</i>	<i>Equality Act 2010 Special Educational Needs and Disability Act (SENDA) 2001.</i>	
<i>Key related Tattenhall Park Policies:</i>	<i>SEND Policy, Anti-Bullying Policy and Behaviour Policy</i>	
<b><i>Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.</i></b>		
<b><i>Groups:</i></b>	<b><i>Yes/ No</i></b>	<b><i>Positive/Negative impact</i></b>
<i>Disability</i>	<i>No</i>	
<i>Race</i>	<i>No</i>	
<i>Gender</i>	<i>No</i>	
<i>Age</i>	<i>No</i>	
<i>Sexual Orientation</i>	<i>No</i>	
<i>Religious and Belief</i>	<i>No</i>	
<i>Gender Reassignment</i>	<i>No</i>	
<i>Marriage &amp; Civil Partnership</i>	<i>No</i>	
<i>Pregnancy &amp; Maternity</i>	<i>No</i>	
<i>Other</i>	<i>No</i>	
<b><i>Reviewed by</i></b>	<i>Leadership and Management</i>	
<b><i>Agreed by</i></b>	<i>Full Governors</i>	
<b><i>Next Policy review date</i></b>	<i>November 23</i>	
<i>A copy of this form, and any related impact assessment form or action plan must be sent to the school office</i>		

## **1. Policy statement**

We will:

- respect the equal human rights of all our pupils;
- educate them about equality;
- respect the equal rights of our staff and other members of the school community.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or belief, or socio-economic background or any protected characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. This is in accordance with our core value of respect.

The achievement of pupils will be monitored by race, gender, socio – economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Our mission statement is that everyone achieves their potential.

## **2. School Practice**

The attached appendix contains details of current school practice in:

- Pupils' attainment and progress
- The quality of provision – Teaching and Learning
- The quality of provision – The curriculum
- The quality of provision – Guidance and Support
- Behaviour and Attendance
- Partnership with pupils, parents, carers and the wider community
- Leadership and Management
- Linguistic Diversity

## **3. Statutory requirements**

The equality objectives address our duties under current equality legislation, upto and including the Equality Act 2010.

In relation to this act our duties require us to have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations across all characteristics and between those who share a characteristic and those who do not share it.

The access plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

#### **4. Responsibilities**

Our Headteacher and Governing Body are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality policy and access plans are readily available and that the governors, staff, pupils and their parents know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;

Visitors and contractors are responsible for following relevant school policy.

#### **5. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a twice-termly basis.

#### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical

abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: ‘any incident which is perceived to be racist by the victim or any other person’.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical or any form of verbal assault against a person or group because of their race, disability, sexual orientation or gender, this explicitly includes homophobic, biphobic and transphobic;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or any form of discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation (or any protected characteristic)
- Discriminatory comments in the course of discussion;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **6. Review of progress and impact**

In line with legislative requirements, we will review progress against our Equality Policy and Plan annually and review the entire action plan on a three-year cycle.

We make regular assessments of pupils’ learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

### **How we conduct equality impact assessment**

Whenever any policy documentation or other school procedures and practices are reviewed we will carefully consider any potential impact in terms of:

- race
- religion or belief,
- socio-economic background,
- gender and gender identity/ reassignment,
- pregnancy and maternity
- disability,
- sexual orientation,
- age.

## **Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## **How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed above,
- ii. from the following data
  - Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data
  - Attainment and progress data for all groups of pupils
  - Attendance Data for all groups of pupil
- iii. from discussion with pupils, parents, governors and community users.

## **Pupils' attainment and progress**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by race, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

## **The quality of provision - teaching and learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by race, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size, paper colour.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **The quality of provision - curriculum and other activities**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and analysis of attainment.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure inclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

### **The quality of provision – guidance and support**

We actively promote good personal and community relations within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

## **Behaviour and Attendance**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism, homophobia, transphobia and biophobia are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.

At Tattenhall Park exclusions are extremely rare but are reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic, transphobic or biphobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.



Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

### **Partnership with pupils, parents, carers and the wider community**

We monitor parental involvement and use various strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **Leadership and management**

The school works with the LA to ensure that our school's admission process is fair and equitable to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions meetings.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and LA guidelines.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic children.

## **Linguistic Diversity**

At Tattenhall Park Primary School we have a very small number of children who speak languages other than English. We welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Bilingual pupils are encouraged to use their home language in school and parents are welcome to share their cultural richness with the school community through themed weeks and special events

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages in simple terms
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

## EQUALITY OBJECTIVES

On 6 April 2012 schools were required to publish information showing how they comply with the new equality duty and to set equality objectives. At Tattenhall Park Primary School, this is updated annually with objectives published every four years.

The focus in this policy is on the practical implementation of the equality duty. It supplements the DfE Guidance on the Equality Act 2010 with practical case studies of how the equality duty can be applied in contexts which will be familiar to teachers:

[www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-quality-act-2010](http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-quality-act-2010)

[www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/](http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/)

Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework

### **What is the equality duty?**

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined ~~later~~ in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- **To publish information to demonstrate how they are complying with the equality duty.**
- **To prepare and publish one or more specific and measurable equality objective.**

### **What does this mean for schools?**

For a school, having 'due regard' means:

- When planning or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.

- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they have taken to meet the duty must be recorded.

### **How does it help schools?**

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

## INFORMATION ON HOW TATTENHALL PARK PRIMARY SCHOOL COMPLIES WITH THE EQUALITY DUTY AND OUR SPECIFIC AND MEASURABLE EQUALITY OBJECTIVES.

### **1. Attainment and Making effective use of data and information.**

The equality duty will help to focus attention on performance gaps between groups of pupils, for example girls and boys, black, white and pupils for whom English is a second language; disabled and non-disabled students. Collating and analysing information and data on all aspects of school life can lead to policies and

practices that are more attuned to the needs of different groups of pupils.

The duty to have 'due regard' to equality considerations is a continuing one, so monitoring the success of any initiative is important to ensure that it is an effective use of resources.

Whilst statistical data can be an important source of information in monitoring, a great deal of useful information can also be obtained from individual tracking of attainment, lesson observation and talking to pupils and parents.

**OBJECTIVE 1: At Tattenhall Park Primary School, we will use a wide range of assessment measures (National data, IDSR, FFTaspire, Perspective, Target Tracker, in-school formative and summative assessments) to ensure that all pupils, regardless of sex, race, disability, religion or belief, sexual orientation or gender reassignment, are targeted to reach their full potential.**

## **2. Participation in after school activities**

The equality duty provides a framework for identifying pupil needs, and weighing them against other education priorities when making any relevant decisions including those decisions on participation in school activities. Following the Covid pandemic, we have applied for grants to enable pupils of all socio-economic to participate. Staff run free after-school activities as well as those that are chargeable.

**OBJECTIVE 2: we will ensure that we provide equal opportunity for pupils to access after school activities.**

## **3. Ensuring pupils engage effectively in learning**

The general equality duty reminds us that equality is not necessarily about treating people the same way, but about developing different strategies to meet the different needs of pupils. This will be familiar to schools through the SEN framework or through providing additional support to groups of pupils who need it. We make reasonable adjustments to support pupils with special needs- for example, meet and greet; use of a different entrance; adaptations to uniform for those with sensory needs; use technology to support the education of children whose first language is not English; dyslexia-friendly reading books; coloured paper/ and overlays; use of visual timetable.

**OBJECTIVE 3: to provide relevant resources in order to meet the needs of different groups of children (ie: dyslexia friendly reading books, multi-sensory resources, withdrawal area for SEND children, specialist teaching, behaviour support, family support)**

#### 4. Bullying

The equality duty reminds schools that they have to think about the interests of all of their pupils. A key value of our school is respect and we ensure that this is a main focus when fostering good relationships between pupils. We encourage children to celebrate difference and support diversity through our PSHE and No Outsiders curriculum. We review our Behaviour and Anti Bullying policy with the children to ensure we are representing all groups of children.

One of the key aims of the equality duty is to foster good relations. To help ensure this happens it is useful to ask:

- Does the policy/decision help the school to tackle prejudice?
- Does the policy/decision promote understanding between different groups of pupils and parents?

***OBJECTIVE 4: To use PSHE and No Outsiders curriculum to challenge discrimination in any form using a child- friendly, age appropriate book approach.***

#### 5. Improve careers and progression

The equality duty encourages schools to consider how to increase the participation of pupils with different protected characteristics when it is disproportionately low in particular areas of school life. This extends beyond the curriculum to areas of the school's activities such as option choices and work experience opportunities.

Primary schools can also tackle 'occupational segregation' by encouraging children to think more broadly about the sorts of roles boys and girls can take in employment, for example by arranging for pupils to talk to men and women who work in non-stereotypical jobs. The Commission has developed a Key Stage 2 curriculum resource, 'Equal Choices, Equal Chances' to tackle stereotyping around employment, available free at: [www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources](http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources)

***OBJECTIVE 5: To add aspirations week to the curriculum and to invite people in to talk to the children about jobs and career opportunities in non-stereotypical way.***

## 6. Policy making-An opportunity to reconsider how our school treats pupils

**OBJECTIVE 6:** *One of the aims of the equality duty is ‘advancing equality of opportunity’. With that aim in mind, when we consider adopting a new policy or making a decision, we will pose three questions, or prompts:*

- 1. Does this policy/decision remove or minimize disadvantages suffered by pupils with particular protected characteristics?*
- 2. Do we need to adopt different approaches for different groups of pupils?*
- 3. Is there any way we can encourage these groups of pupils to become more involved with the school or open up opportunities for them that they wouldn’t otherwise enjoy?*

*We will use information about pupils with different protected characteristics to mitigate adverse effects or bring about positive ones.*