Earlsmead Primary School

Equality Information and Objectives (Public Sector Equality Duty)

SUCCESS for ALL

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Mission Statement

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning in order to become confident, valuable members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of well-being and a love of learning.

Our Vision

Working in partnership with children, parents, staff and Governors as a community we will achieve ***Success for All*** through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations

1. Introduction

At Earlsmead Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The need to advance equality of opportunity is defined 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.

2. Protected Characteristics

Everyone in Britain is protected by the Equality Act. 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.

The public sector equality duty extends to the following protected characteristics:

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

3. Legislation & 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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document complies with the Tithe Trust funding agreement and articles of association.

4. Roles & Responsibilities

The Governing Body

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/carers.
- 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.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Employer Duties

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

The Role of the Headteacher

It is the Headteacher's role to implement the school's Equality Plan and she should be supported by the Governing Body and Senior Leadership Team in doing so. The Headteacher should ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The Headteacher and/or other Senior Leaders promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.

The Role of all Staff: Teaching and Non-Teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

Teachers support the work of associate or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. 7 Key Principles

Our approach to equality is based on 7 key principles.

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious

or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

6. 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 – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

Types of Discriminatory Incident

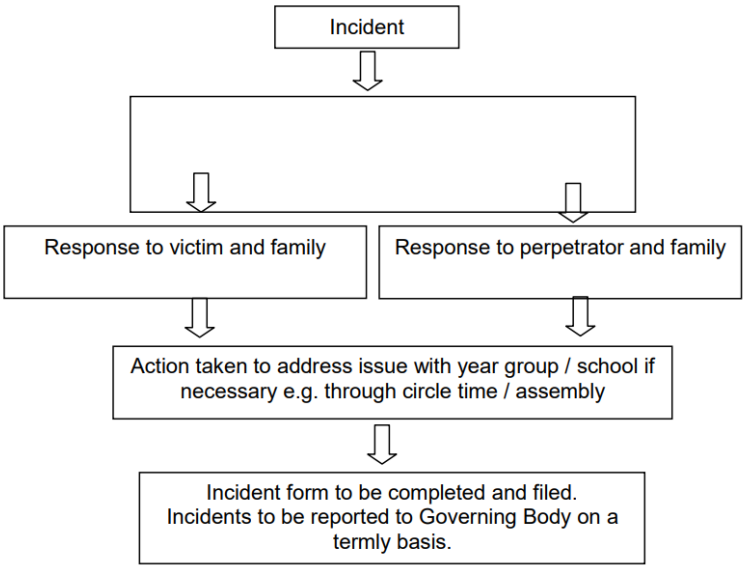
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;

- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or 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;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- 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.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



7. 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 characteristic they have (e.g. pupils with disabilities,

or pupils who are being subjected to racism or bullying).

- Taking steps to meet the particular needs of people who have a particular characteristic.
- 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 school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment and attendance data each academic year.
- 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. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

8. Fostering Good Relationships

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, our English, Science and Art curriculums have been carefully curated to ensure that a diverse range of characteristics are represented.
- Making pupils aware of our behaviour and anti-bullying policies. For example, we celebrate Antibullying Week each year.
- Holding assemblies dealing with relevant issues. Pupils, such as Prefects and School Council, may be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- 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 by celebrating multicultural events.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. Equality Considerations in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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.

10. Equality Objectives

As a school, we are required to publish equality information every year. We must report on at least 1 equality objective once every 4 years.

11. Check List for School Staff and Governors

- Is information collected on race, disability, gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability, gender and sexual orientation?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/ school council?
- Is bullying and harassment of pupils and staff monitored by race, disability, gender and sexual orientation and is this information used to make a

difference to the experience of other pupils? Are racist incidents reported to the Governing Body and local authority on a termly basis?

- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Antibullying Week and Autism Awareness to raise awareness of issues around race, disability, gender and sexual orientation?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability, gender and sexual orientation?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

12. Links with Other Policies

This document links to the following policies and guidelines:

- Keeping Children Safe in Education, September 2025
- Accessibility plan and policy
- SEND policy
- Positive Behaviour policy
- Exclusion policy
- Safer Recruitment policy
- Sex and Relationships Education policy
- Spiritual, Moral, Social and Cultural Development policy

Equality Plan 2025 - 2026

Equality Strand	Equality Objective	Actions	Staff	Timescales	Success Criteria
• Race • Disability • Gender	**1a.** To regularly monitor and analyse pupil admissions, attendance, achievement and progress by race, gender, economic background (PP) and SEND. **1b.** To act on patterns in the data that require additional support for pupils.	• Termly pupil progress meetings. • Half-termly written reports to Governors. • Interventions in place by Aut 1 annually, including entry and exit points. • Assessment lead to discuss, share and teach key data trends to staff & Governors across the whole school.	Assessment Lead SENCo Class Teachers Associate Staff	Half-termly achievement data reviews. Half-termly intervention reviews.	Accurate and thorough analysis of assessment data. Analyses over time demonstrate a narrowing gap. Staff & Governors are aware of key data trends across the school.
• Community Cohesion	**2.** To seek to involve all parents in supporting their child's education and participate in school life.	• Utilise translation function on Dojo. • Continued focus on families joining outside of standard admission times. • Increased parental events and workshops across the year. • Annual parent survey.	Headteacher	Half-termly reports to LGB on parental engagement.	• Tracking of parental attendance demonstrates continued increase. • Annual parent surveys continue to demonstrate increased satisfaction in key areas e.g. I know how to support my child's learning at home. • Increased parental participation in learning sessions and workshops.

					• Additional measures in place to support casual entrants/mobile pupils, including: ○ Induction procedures. ○ Information about the school. ○ Information about the British School system. ○ EAL Assessments and Catch Up Interventions.
• Race • Disability • Gender • Age • Sexual Orientation • Religion or Beliefs • Community Cohesion	**3.** To reduce and remove inequalities and barriers that already exist.	• Increased focus on planning and adaptive teaching in the classroom. • Continue to raise awareness of Protected Characteristics. • Continue to create safe spaces for children and adults to share feelings and experiences.	AHT – Curriculum Lead Teachers	By Summer 2 2024.	• Curriculum resources and events reflect the school community. • Staff diversity is reflective of the community. • Counselling/therapy available to: ○ Staff (AUP). ○ Pupils in school e.g. Learning Mentor, Place2Be. ○ Pupils outside of school.