



# A policy for the Promotion of Equality and Diversity

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## 1. Aims

Crane Park Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination 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 kindness, respect, responsibility, integrity, aspiration and cooperation.

## 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

The equality link governor is Alan Joseph. They will:

- › Meet with the designated member of staff for equality 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 will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and 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 characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 data each academic year showing how pupils with different 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. 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

## 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, citizenship and personal, social, health and economic (PSHE) education, 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
- Holding assemblies dealing with relevant issues. Pupils are 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

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

## **7. Equality considerations in decision-making**

Crane Park Primary School ensures it has due regard to equality considerations whenever significant decisions are made.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **8. Links to the United Nations Convention on the Rights of the Child**

Crane Park Primary School is becoming a Rights Respecting school and so we uphold the rights from the convention across all aspects of school life and beyond. The following articles are key to equality:

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12 (Respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 13 (Freedom of expression): Every child has the right to share freely with others what they learn, think and feel unless this will harm other people.

Article 14 (Freedom of thought and Religion): Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.

Article 23 (Disability): Every child with a disability should enjoy the best possible life in society. Obstacles should be removed for children to become independent and active participants in their community.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

## **Breach of Policy**

Crane Park Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy should be reported as per the Whistle Blowing Policy and will be investigated by the Headteacher, or where appropriate, the Governing Body. This may lead to disciplinary or other appropriate action being taken.

## 9. Equality objectives

### Objective 1

To ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close.

#### **Why we have chosen this objective:**

We feel that every child in the school matters and should reach their potential. We recognise the strengths in every child.

#### **To achieve this objective, we plan to:**

Give every child the opportunity to achieve the best they possibly can by making sure we assess children accurately. Monitor the progress of all children and act accordingly if assessment shows that children need more support. Challenge all children with activities that engage them so everyone enjoys their learning.

#### **Progress we are making towards this objective:**

Pupil Premium Lead – to monitor progress for children who are disadvantaged. SENDCo to track progress for children with SEND. This is all in liaison with SLT and Year Group Leaders. Data shows that we are beginning to diminish the gap and in some year groups, disadvantaged children are performing better. Outcomes are tracked each term and immediate action takes place between formal assessment points. Phase Leaders, Year Group Leaders and Class teachers to monitor and track progress of their children. Monitor through book looks to ensure that all children are being provided with the opportunity to thrive. (Subjects Leaders and SLT) Lesson observations and other triangulating evidence

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July, and report on this to the staffing and pay sub-committee of the Governing Body

### Objective 2

To promote equality partnerships with parents. To continue to ensure that parental voice is heard and acted upon. Also, parents should have equal access to information about their child's education. For example, ensuring they are not at a disadvantage in any way with language.

#### **Why we have chosen this objective:**

We know that it is important to work in partnership with parents. We need to ensure that all parents have the same information so they can support their child and work with school.

#### **To achieve this objective, we plan to:**

Communicate with parents through Scholar Pack, email and letters. Ensure where parents have English as an additional language that information is translated where possible or explained verbally. Ensure that parents have translators where possible, support from staff at school and from family friends. Follow up questions and queries from parents swiftly. Listen to parent views and discuss ideas with parents. Parent workshops Parents invited in for class events where possible.

#### **Progress we are making towards this objective:**

Review opportunities regularly and on an on-going basis.

### Objective 3

To continue to ensure positive relationships and attitudes are fostered throughout the school community in order to share a sense of cohesion and belonging.

#### **Why we have chosen this objective:**

We are becoming a rights aware school. We are often praised by visitors for our calm and harmonious atmosphere. We want to continue to ensure that every child feels they belong and that any differences are celebrated.

#### **To achieve this objective, we plan to:**

Continue to praise children and celebrate when they meet our expectations. Model positive relationships amongst staff and peer to peer. Discuss and continually re-cap on examples to demonstrate positive relationships and attitudes.

**Progress we are making towards this objective:**

Bronze Award about to be awarded and our aim is to achieve Gold by July 2025. Observe equalities practice in staff retention, recruitment and development.

## **9. Monitoring arrangements**

The Governing Body will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed at least every 2 years.

This document will be approved by the Governing Body

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment