



Equality Statement

1. AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard to:

- Eliminating discrimination and other conduct that is prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic (disability, ethnicity, gender, religion, sexual orientation and identity) and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

LEGISLATION AND GUIDANCE

This document meets the requirements of 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 Local 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, and that they are reviewed and updated at least once every four years; and
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher.

The equality link governor is Mrs Vaziri. She will:

- Ensure she is familiar with all relevant legislation and the contents of this document;
- Monitor progress towards meeting the objectives and report back to the local governing body regarding any issues.

The Headteacher, supported by the Senior Leadership and Resilient Schools Care Teams, will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
 - Monitor success in achieving the objectives and report back to governors; and
 - Identify any staff training needs, and deliver training as necessary.
- 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. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2.

The Staff Handbook, Pupil Behaviour Policy and Anti-bullying Policy provide guidance on how prejudice related incidents should be identified, assessed, recorded and responded to. We take seriously our responsibility to report prejudice related incidents to the relevant authority and deal with them appropriately. The Resilient Schools Care Team, Deputy Head and Asst Head for Inclusion monitor equality issues; they liaise with the equality link governor 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 which are connected to a particular characteristic they have;

- 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. In fulfilling this aspect of the duty, the school will, in accordance with the General Data Protection Regulation and as specified in the Pupil and Staff Privacy Notices.
- Collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular we will collect, analyse and use data in relation to achievement, broken down as appropriate according to different characteristics to determine strengths and areas for improvement, and implement actions in response.
- 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, disability, and sexual orientation and identity through different aspects of our curriculum.
- Holding assemblies dealing with relevant issues. Pupils will 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 representatives from local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Developing 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

The 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 and has equivalent facilities for boys and girls.

Consideration of our equality duties is recorded in the risk assessment when planning school trips and activities.

9. MONITORING ARRANGEMENTS

The equality information we publish will be reviewed annually and presented for discussion at the relevant sub-committee meeting of the Local Governing Body. This document will be reviewed and approved by the Local Governing Body at least every 4 years.

10. LINKS WITH OTHER POLICIES AND DOCUMENTS

This document links to the following policies:

- Accessibility plan
- Special Educational Needs and Disabilities Policy
- The School Improvement Plan
- Anti-bullying Policy
- Pupil Behaviour Policy

Equality Objectives 2018-2022

Our vision is that the children of Parkfield School will:

- Enjoy learning, enjoy challenge and enjoy success.
- Develop character, develop values and develop resilience.
- Care about themselves, other people and care about the world around them.
- Be proud of their achievements, the difficulties they have overcome and their ability to work with others.
- Be prepared for secondary school, for change and for living in the 21st Century.
- Be aware of their rights, their responsibilities and respectful of the rights of other people.

At Parkfield Primary School 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 support pupils further, to raise standards and to ensure inclusive teaching, we have set ourselves the following objectives:-

- To monitor the academic achievement and progress of all groups and to act on any trends or patterns which show that additional

support is required. Work closely with external agencies - Use specific programmes to support children to develop their literacy skills

- To celebrate our children's backgrounds through sport, music and art and through whole school projects. Specifically in 2018/19 2019/20
- To provide the children with opportunities to explore and develop their own values, beliefs, spiritual awareness, high standards of personal behaviour, an understanding of their social and cultural traditions and an appreciation of the diversity of others.

2018/19

Whole school inclusive project first 2 weeks of term based on the book Here Comes Frankie

Celebration of Black History Month

Weekly Monster Munch assembly celebrating qualities that have helped children achieve

Embedding the Growth Mindset qualities of learners through Monster week challenges.

First Language assemblies: Spanish

Assemblies: Poland, Romania

Christmas Around the World Celebration

Erasmus started

2019/20

Whole school inclusive project first 2 weeks of term based on the book Croc and Bird

Celebration of Black History Month

Weekly Monster Munch assembly celebrating qualities that have helped children achieve

Embedding the Growth Mindset qualities of learners through Monster week challenges.

First Language assemblies: Spanish

Assemblies: Albania, Afghanistan

Erasmus continued trip by Staff and return exchange visit