



PENSFORD PRIMARY SCHOOL: Equalities duty

Governors, staff and pupils at Pensford Primary School are committed to promoting outstanding practice in respect of equality. The Governing Body complies with its duties under the following acts:

- Equality Act 2010 and its 2014 amendments
- Public Sector Equality Duty (PSED) 2011
- Disability Discrimination Act 1995 (as amended)
- The Race Relations (Amendment) Act 2000

In particular we:

- Celebrate the diverse nature of our society
- Foster positive relationships between people who share protected characteristics and those who do not
- Are committed to advancing equality in all areas of our work
- Are determined to tackle discrimination in all its forms.

We are opposed to all forms of discrimination on the grounds of protected characteristics: race, gender, disability, religion/belief, age, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment, including those forms directed against individuals and groups on the grounds of their colour, racial group, ethnic, cultural or national origins, traveller and refugee status and asylum seekers.

We use the Partnership Trust Equalities objectives in order to realise the school's commitment to equality:

- Achievement:
 - We are committed to improving the attainment and raising the aspiration of all groups of pupils
- Teaching and Learning:
 - We will ensure that our curriculum promotes understanding between different groups of people, cultures and societies, tackles stereotypes, challenges pupil's perceptions and promotes British values.
- Behaviour and safety:
 - We will maintain a rigorous anti-bullying stance so that all pupils are protected from harassment and discrimination, and deal with the use of discriminatory, homophobic or otherwise offensive language in line with our behaviour policy.
- Leadership and Management:
 - Consistent application of our policies and procedures, ensuring that our systems for recruiting, retaining and managing staff support all those in groups protected by the Equalities Act.
 - We will endeavour to raise levels of parental and pupil engagement in learning and school life, across all activities, including regular attendance.



PENSFORD PRIMARY SCHOOL: Equalities duty in practice

Equalities duty objective:	How we meet the objective
<p><u>Objective 1 - In relation to Achievement:</u></p> <ul style="list-style-type: none"> • We are committed to improving the attainment of disadvantaged groups of students, including students with Special Educational Needs, students with disabilities and those entitled to Free School Meals so that the gap between their attainment and that of other students is narrowed. • We will aim to raise aspirations among children and young people, their parents and communities and raise awareness of career and higher education opportunities, to challenge stereotypes. 	<ul style="list-style-type: none"> • SLT data analysis and use of Insight enables us to look at pupil data by specific groups e.g. SEN, gender, disadvantage. • Pupil progress meetings take into account pupils groups at class level – interventions are planned accordingly. • We provide positive role models within the curriculum for future career opportunities
<p><u>Objective 2 - In relation to Teaching and Learning:</u></p> <ul style="list-style-type: none"> • We will ensure that our curriculum is actively broad and balanced and provides opportunities for all students and promotes understanding between different groups of people, cultures and societies. • Our curriculum will include an element of PHSE education that tackles stereotypes and challenges student's perceptions. • We will ensure the promotion of British values through our curriculum. This will support and develop our students into responsible citizens of the future. 	<ul style="list-style-type: none"> • Our deliberate choice of diverse representatives for our houses celebrate diversity and challenge stereotypes • Difference and diversity in our cultural links throughout the school community are celebrated through display. • A well-planned programme of assemblies and PSHE lessons enable us to celebrate and explore issues and themes e.g. Black history month, different families: same love, difference and similarities, religions, cultures and beliefs. • Well planned and sequenced PSHRE and RE curriculums provide children with opportunities to explore and discuss cultures, faiths and beliefs beyond their immediate experience
<p><u>Objective 3 - In relation to Behaviour and Safety:</u></p> <ul style="list-style-type: none"> • We will maintain a rigorous anti-bullying stance so that all students and staff, including those with protected characteristics, are protected from harassment and discrimination of all kinds. • Our behaviour for learning policies will outline how we will deal with students who use discriminatory homophobic or otherwise offensive language. 	<ul style="list-style-type: none"> • Teachers take swift and effective action to tackle and deal with harassment, discrimination bullying or victimization. • Anti-bullying policy and procedures are in place and recording via an effective safeguarding tracking system ensures that any discriminatory incidents can be actively identified, tracked and monitored. Impact of this is evident through a case-study approach • Class worry boxes enable children to report concerns anonymously if needed. • PSHE lessons are planned for but can also be responsive to issues when they arise



Objective 4 - In relation to Leadership and Management:

- We will demonstrate our commitment to equality and diversity through consistent application of our policies and procedures.
- We will ensure that our systems for recruiting, retaining and managing staff (and potential applicants) support all those in groups protected by the Equalities Act.
- We will endeavour to raise levels of parental and pupil engagement in learning and school life, across all activities, including regular attendance to ensure equity and fairness in access and engagement.
- We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.

- Trust and school policies are developed and reviewed through the lens of equalities
- Recruitment is in line with Equalities Act and use of new Trust wide recruitment system supports this (MyNewTerm).
- Accessibility plans are in place so reasonable adjustments can be made for pupils with disabilities e.g. the school worked with the local authority to ensure that accessibility was improved through the installation of a lift and accessible toilet, prior to academy conversion
- Subject leadership for multicultural education, Fundamental British Values (FBV) and Spiritual, Moral, Social and Cultural education (SMSC) ensures that these aspects of our curriculum are purposeful and promoted.
- Participation by parents at parents evening is monitored and every effort is made to encourage parents of disadvantaged pupils e.g. early times, alternative dates so that attendance remains very high.