



Equality & Diversity Policy and Objectives

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Review period: 4 years

Next review due: October 2025

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1. Legal Framework

- 1.1. The Equality Act 2010 introduced the Public Sector Equality Duty (PSED). Under it, the school is required to 'have 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
- 1.2. The actual duty itself requires the school to:
 - Annually publish information to demonstrate how your school's complying with the PSED; and
 - Every four years prepare and publish equality objectives

*Together, we grow deep roots in learning
and strong wings to soar*

2. Guiding Principles

- 2.1. Little Paxton Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.
- 2.2. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.
- 2.3. Our approach to equality is based on the following key principles:
 - All learners are of equal value
 - We recognise and respect difference
 - We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
 - We observe good equalities practice in staff recruitment, retention and development.
 - We aim to reduce and remove inequalities and barriers that already exist.
 - We have the highest expectations of all our children.

3. Equality Information

- 3.1. The school will publish on its website equality information on pupils by protected characteristics and the following other groups:
 - Pupils eligible for Free School Meals
 - Pupils eligible for Pupil Premium Funding
 - Pupils with Special Educational Needs
 - Pupils with English as an Additional Language
 - Young carers
 - Looked after children
- 3.2. Through tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.
- 3.3. **Eliminating discrimination and other conduct that is prohibited by the Act**
 - 3.3.1. The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Little Paxton Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.
 - 3.3.2. We eliminate discrimination by:
 - Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
 - Reporting, responding to and monitoring all racist incidents

- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Appropriate CPD and training

3.4. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to pupils and parents/carers

3.5. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Little Paxton Primary School is seen as a community school within our local community by being involved in local events and including the community in our events where possible.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

4. Equality Objectives

- 4.1. At Little Paxton 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.
- 4.2. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:
 - 4.2.1. Objective 1: To monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils.
 - 4.2.2. Objective 2: To raise levels of attainment in core subjects for all learners especially those who are vulnerable.
 - 4.2.3. Objective 3: To monitor levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness. Implement reviews and proactively seek to work with those who are found to lack engagement.
 - 4.2.4. Objective 4: When making any changes to policy and or strategic direction of the school we will undertake and document an equality assessment to ensure we are promoting equality at this school. Include the following statement in all future policy updates -

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

5. Roles and responsibilities

- 5.1. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- 5.2. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- 5.3. The Deputy Head as Equality and Diversity Lead has day-to-day responsibility for co-ordinating implementation of the policy.
- 5.4. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles set out above
 - keep up-to-date with equalities legislation relevant to their work.