

Equality Policy

2022-2023



School: Prudhoe Castle First School

Head Teacher: Katie Jacobs

Named personnel with designated responsibility:			
Academic Year	Inclusion Lead	Nominated Local Governor	Chair of board of trustees
2022-2023	Katie Jacobs	Colette Laidlar	Rob Moore

Policy review dates			
Review Date	Changes made	By whom	Date shared
July 2023			

EQUALITY POLICY
PRUDHOE CASTLE FIRST SCHOOL

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1. Aims of the Equality Policy

Prudhoe Castle First School aims to meet its obligations under the public sector equality duty 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.

At Prudhoe Castle First School we are aware of the requirement of schools to comply with the equality and diversity legislation and to promote community cohesion. We believe that ensuring equality plays an absolutely critical part in the development of the potential of all members of our school community and therefore fundamentally underpins the school improvement agenda.

The scheme for Prudhoe Castle First School embraces the need to promote equality in the following areas:

- Gender (sex and reassignment)
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation

To ensure that community cohesion is promoted.

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 board at Prudhoe Castle First School will:

- Ensure that the equality information and ethos as set out in this policy 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.

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

Prudhoe Castle First School will appoint an equality link governor, who is Judith Meek. They will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed. This discussion should then inform the writing of the annual equality report.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend any appropriate equality and diversity training.
- Report back to the full governing body regarding any issues.

The headteacher of Prudhoe Castle First School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Ensure that the annual equality report is produced by the designated member of staff.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor annually to raise and discuss any issues. This discussion should then inform the writing of the annual equality report.
- 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 10.

4. Eliminating discrimination

Prudhoe Castle First 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training and are made aware of this policy.

Prudhoe Castle First School has a designated member of staff for monitoring equality issues, and an equality link governor. They will 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, Prudhoe Castle First School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, pupils who are being subjected to homophobic bullying or pupils who are subjected to racist bullying because of their race, ethnicity, culture or appearance).
- 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, Prudhoe Castle First School will:

- Publish attainment data in an equality report each academic year showing how pupils with different characteristics are performing.
- Analyse the above data 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

Prudhoe Castle First 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, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. Prudhoe Castle First School also promotes British Values.
- 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 adults from our local church to lead assemblies, and organising school trips and activities based around the local community. During RE teaching it may be appropriate for children to visit places of worship in the local or wider 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.

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.

Examples of what teachers should consider when planning a trip include:

- Do trips cut across any religious holidays?
- Is the venue accessible to pupils with disabilities?
- Do venues have equivalent facilities for boys and girls?
- Is any content whilst on a trip likely to upset any children from a particular group?

8. The Role of Prudhoe Castle First School in promoting community cohesion

As economic change, regeneration, migration and other factors continue to alter the shape of our local communities and neighbourhoods, the role of Prudhoe Castle First School is more important than ever.

All research and guidance on community cohesion recognises the central role of schools in breaking down barriers between young people; developing their sense of belonging; and building their understanding of their rights and responsibilities.

Schools also play a vital part in promoting cohesion in the wider community. Therefore Prudhoe Castle First School can contribute to cohesion in the following ways:

- through our ethos and curriculum (e.g. British Values and PSHE),
- our promotion of shared values and a common sense of identity, and our commitment to supporting diversity and equality.
- through our engagement with parents, with the wider community and with other schools.

For our school, the term community has a number of dimensions including:

- The school community
- The community in which the school is located
- The community of Britain
- The global community

9. Equality Self Evaluation for Prudhoe Castle First School

At Prudhoe Castle First School we recognise that under the equality legislation our duties when carrying out our functions are to have due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and harassment
- Promote positive attitudes
- Encourage participation in public life

- Take steps to take into account the specific needs of those covered under the equality duties In order to see how effective we are in meeting our duties and to identify any gaps in our provision in relation to equality

Prudhoe Castle First School will produce an annual Equality Report to highlight our existing strengths and any areas for future development. This will be done by:

- Gathering Information
- Consultation
- Equality Impact Assessment
- Identifying any exceptions to the duties appropriate to our school
- Looking at any additional implications for our school Feedback (Sharing information with the school community)

Gathering Information

At Prudhoe Castle First School collection of information is crucial to setting our priorities and monitoring our outcomes and is therefore a requirement of the different equality duties.

The school will collect information on those strands of equality where it is a statutory requirement to do so. We will consider the need to collect information on other equality strands as part of our self-evaluation in relation to needs, entitlements and outcomes for pupils, staff, parents and the wider community. This information will tell us whether our policies and practices are affecting some groups differently or adversely by preventing them from participating/achieving well in school life.

To meet the general duties of the equality standards we will:

- Investigate the processes that have led to differences between diverse groups.
- Consider how to remove any barriers.
- Where necessary, revise and review our policies/practices and action plan.
- Establish monitoring systems for areas where information does not currently exist.

Pupil Data

Prudhoe Castle First School collects data on the achievements of all pupils. This generic information gathering will be disaggregated for pupils from diverse groups to reveal if current policies and practices are differentially affecting any group of pupils' achievements and attainments. We will monitor, for example:

- Admission and Transfer Procedures
- Pupil attainment and progress
- Attendance
- Access to the environment, including access to equipment
- Access to the curriculum, teaching and learning
- Access to written communication
- Personal development and pastoral care
- School values

- Behaviour, discipline and exclusion
- Harassment
- Bullying (including racist and homophobic bullying)
- PSHE
- Health, sport and obesity

Prudhoe Castle First School also gathers information on 'opportunities' and 'achievements' of pupils from diverse groups. Possible examples include:

- which pupils are in positions of responsibility satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions of pupils for the future
- access to school trips
- involvement in after school clubs and activities
- Opportunities for enrichment activities (both in / out of school)

Employee Data

Prudhoe Castle First School gathers the following information annually in relation to all employees, as part of Northumberland's school workforce diversity monitoring process:

- staff in post
- applicants for employment, training and promotion

Parent Data

Under the requirements of the general duties it is useful for us to collect detailed information on parents of children at Prudhoe Castle First School. In doing this we would be in a better position to show how we are promoting equality for all parents who are part of the school community. We will do this by monitoring, by diverse group, for example:

- attendance at parents evenings
- membership of Prudhoe Castle First School governing body
- access to information, services and resources for parents and guardians
- level of response to information requested by the school (could flag up language or English problems.)

How we use the data we collect

At Prudhoe Castle First School we will analyse the data to see if there are any patterns of inequality and will take whatever steps are needed to remove barriers, value diversity, promote awareness and promote equal opportunities/human rights, as highlighted in our equality self-evaluation. This ensures that we:

- highlight any differences between those from different backgrounds
- ask why these differences exist, and test the explanations given
- review how effective the current targets and objectives are
- decide what further action may be needed to meet the general duties and to improve the performance of the different equality groups

10. Equality objectives

Below are a list of objectives identified at the time of writing this report. The progress being made in meeting these objectives will be identified in the annual equality report. If any additional objectives are needed these will be added to the annual report and reported on in subsequent years.

Objective 1: To narrow the gap in attainment between different groups.

How we intend to address this:

Rigorously monitor the progress of all groups, to clearly identify any underachievement in performance and adjust provision to support progress.

This objective is monitored by the Head Teacher and key staff alongside the school governing body.

Objective 2: To promote Spiritual, Moral, Social and Cultural Development through all appropriate curricular activities, with particular reference to issues of equality and diversity.

How we intend to address this:

Through daily assemblies, these may be whole school. Key stage or class assemblies. Through PHSCE curriculum. Ensure children are an awareness of different cultures, religions and beliefs through an enriched curriculum. Ensuring children do not use homophobic language and that any incidents are dealt with immediately.

Objective 3: To ensure that all pupils are punctual and attend school consistently.

How we intend to address this:

Attendance of pupils is monitored closely by school office, Head Teacher and class teachers. Where there is concern children will be placed on "First Response" to ensure their attendance is monitored closely. The School Welfare Officer will engage and work with families to support them to improve attendance accessing additional support when needed.

Objective 4: To provide additional support for vulnerable children who are at risk of underachieving

How we intend to address this:

Quality First teaching is delivered with staff differentiating to the needs of individual pupils. Classroom support staff used to support identified children through intervention and in class support. The School Welfare Officer works with families to access additional support if appropriate.

Objective 5: To provide after school activities for those pupils wishing to take part.

How we intend to address this:

Prudhoe Castle First School provides a range of after school activities which meet the needs of the children. Members of staff monitor the attendance at these clubs and compare different groups of children (e.g. boys / girls, FSM / non FSM). This analysis then informs the next terms clubs offered.

11. Monitoring arrangements

The SENDCO will update the equality report annually publishing on the schools website.

This document will be reviewed by the named governor and SENDCO at least every 4 years.

This document will be approved by governing body.