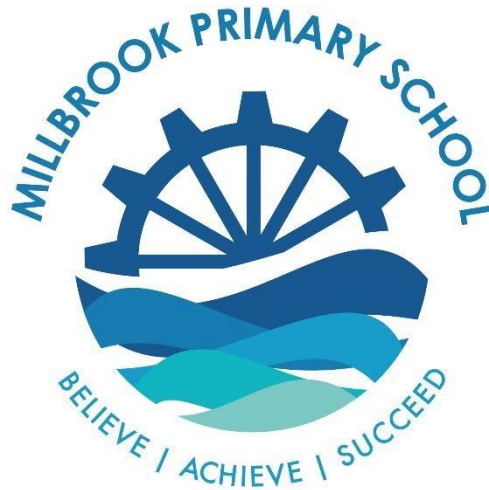


# Public Sector Equality Duty

## Equality information and objectives

Millbrook Primary School



Last reviewed: July 2024

Document Control			
Review Period	24 Months	Next Review	July 2026
Owner	Head	Approver	LGB
Category	Public (show on website)	Type	Local to school

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### 1. Aims

Our 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

### 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](#).

This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

The LGB (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
- 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 Head of School

**The Head of School** 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 Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every [frequency] to raise and discuss any issues (delete if not applicable)
- Support the Head of School 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 following are suggestions only and will need to be adapted depending on your school's circumstances.

- 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 and staff induction.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- The LGB Chair and Head of School 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 minimise disadvantages suffered by people that are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times or take time out for specific religious celebrations)
- 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 extracurricular)
- 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 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 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. During assemblies pupils will hear and learn about a range of diverse people.
- 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 leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

## 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 all pupils
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### 1. Teaching and Learning

#### Aim

- To educate all about discrimination and prejudice and promote a harmonious/kind/understanding culture and climate.
- To reduce prejudice and increase understanding of equality and diversity through direct teaching across the curriculum
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences.

#### Intended actions and impact

#### Actions:

- Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender, for example Diwali, Eid, Black History Month,
- Ensure that the school vision and values promote respect for and understanding of the differences within society, the local community and within school – **'Kindness and Responsibility'**.
- Review the curriculum (including trips and visitors) so that it promotes role models that young people positively identify with, and which reflect the school's diversity in terms of race, gender and disability.
- Ensure that enrichment opportunities and assemblies (for example Special People Assemblies), extend pupils' understanding of the range of peoples, cultures, beliefs and religions.
- Regularly review the whole school '*Reading Spine*' so that it includes a wide variety of diverse authors and contexts, which have been carefully chosen to provide a wide representation of cultures, peoples and beliefs. • Ensure that displays reflect diversity across the curriculum

#### Impact:

- Children's understanding of objectives linking to PSHE, SMSC, British values and positive mental health strategies is improved and strengthened.
- Racist/discrimination incidents are low/nil.
- Children and staff have a good understanding of and can articulate the importance of equality, diversity and an anti-racist approach.
- Greater understanding and respect of differences.

- Children demonstrate a good understanding of different religions and cultures through work in books, assemblies and discussions/pupil voice.

## 2. Achievement

### Aim

- To strive for all pupils regardless of characteristics or circumstance to make exceptional progress in all aspects of their learning and to achieve the highest possible standards.

### Intended actions and impact

#### Actions:

- Provide a range of educational opportunities for parents to develop their own skills to support their children.
- Develop pastoral support and initiatives to support key groups of children in the school, for example Forces; Young Carers and those in receipt of Pupil Premium
- Support all children that have been impacted by COVID-19 through carefully targeted catch-up programmes and pastoral support
- Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in the data that require additional support for pupils. Analyses to be shared and discussed with governors.

#### Impact:

- Pupils on the school's SEND register and children identified as vulnerable or disadvantaged are supported and make good progress/achieving well from starting points.
- Gap narrowed as whole school cohort and within specific year groups and subjects (as identified through data analysis/capture).
- Gaps narrowed in specific subjects (as identified through data analysis)
- Parents report that they are well supported in helping their children to access the curriculum at home.

## 3. Leadership and Management

### Aim:

- To continually consider how well the school ensures equality of opportunity for all its pupils and staff so that there is an established and embedded culture of valuing diversity

- To ensure all new and existing policies and procedures take account of our commitment to achieving equality, diversity and inclusion
- To further the knowledge, understanding and culture in relation to EDI through engagement and commitment to regular training and CPD
- To facilitate the building of relationships across all stakeholders, for example opportunities to share life experiences; perspectives.

### Intended actions and impact

#### Actions:

- Leadership team routinely demonstrate their commitment to equality through planned regular review of equality objectives (and impact of actions) at SLT meetings
- Discuss Equality Plan with a variety of stakeholders, for example via staff meetings; Pupil Parliament meetings; new staff induction sessions and parent information meetings
- LGB identify equality related impacts and risks and discuss with the Senior Leadership Team how they will be mitigated and managed.
- Signpost relevant CPD to staff
- Publish and promote the Equality Plan through the school website, newsletter (MBK Connect and Friday Flyer) and staff meetings.
- Annual Survey to parents and pupils will include questions relating to equality.
- Ensure that safe spaces are made available for all children (and staff) to share and discuss any EDI related feedback and/or concerns
- Ensure disabled children; those in receipt of Pupil Premium and those with SEND can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; assemblies; after school clubs

#### Impact

- All staff, governors and parents are aware of the school's Equality Policy & Plan.
- All appointments of staff are in line with EDI ethos and approach
- A deliberate strategy is in place to promote inclusivity and diversity in the curriculum and through recruitment (staffing and LGB)
- Increase in pupil participation, confidence and positive identity – monitor through PSHE, monitoring of pupil leadership roles, and club monitoring. Any gender or pupil group imbalance in participation in after-school activities is identified and addressed.

## **9. Monitoring arrangements**

The Head of School will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Head of School and LGB at least every 4 years.

## **Links with other policies**

This document links to the following policies:

- Equality, Diversity & Inclusion Trust Policy
- Accessibility plan
- SEND policy
- Dignity at work policy
- Anti-Bullying policy