

Priory CE Primary Church Policy on Equality: Compliance with Public Sector Equality Duty (PSED) 2019 - 2010



1. Aims

Priory CE Primary School is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

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.

As a Rights Respecting School we also take into account:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.

3. Roles and responsibilities

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

The equality link governor is Susan Manley. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Priory CE Primary Church Policy on Equality: Compliance with Public Sector Equality Duty (PSED) 2019 - 2010



- Report back to the full Governing Body regarding any issues

The headteacher, Pam Keen will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Jenny Cunliffe. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- 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 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.
- Staff and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly 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 minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. follow own religious practices)
- 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, the school will:

- Track 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. closing gaps in attendance and attainment)



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 through Rights Respecting Schools and 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
- Holding assemblies or hosting workshops 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 and relevant charities to speak at assemblies or visit classes, and organising school trips and activities based around the local 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. We also work with parents to promote knowledge and understanding of different cultures

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
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: To close the gap in achievement for Disadvantaged learners.

Why we have chosen this objective: Historic issue in Statutory data.

To achieve this objective we plan to:

1. Create and develop an Inclusion Hub to increase the impact of the spending of Pupil Premium.
2. Support learners through additional interventions and work with specialists e.g. Emotion Coaches.
3. Work closely with the most vulnerable families to support parents and in turn increase life chances for learners.
4. Develop a whole school ethos and culture, through Attachment Aware, that supports vulnerable learners.
5. Develop teaching and coaching practices to enable staff to improve outcomes for vulnerable learners.

Progress we are making towards this objective:

The Inclusion Hub is now established and is supporting disadvantaged pupils across the school. High impact interventions are targeted towards data threads at each data point. Staff have received Emotion coaching training, and this is developing across the school. The Inclusion Hub work closely with vulnerable families through Early Help and Initial Early Help as well as in Family Links sessions and more informal support and advice as needed. All stakeholders have received Attachment and Early trauma



awareness training. Coaching is established with the teaching staff across the school and ensures that progress during learning time is maximised.

As a result of this, on average disadvantaged pupils across the school are making better than typical progress in Reading and Maths and typical progress in writing.

Next steps:

- Further emotion coaching training and clinic session with the Virtual School Educational Psychologist
- Disadvantaged review with the Local Authority
- Coaching for support staff
- Focus on intervention to address writing support

Objective 2: To improve achievement of learners with SEND.

Why we have chosen this objective: Historic issue in Statutory data.

To achieve this objective we plan to:

1. Create and develop an Inclusion Hub to increase support for learners with SEND.
2. Support learners through high quality Inclusion Assistants, additional interventions and work with specialists.
3. Work closely with families to support parents and in turn increase life chances for learners.
4. Develop a whole school ethos and culture, through Attachment Aware, that supports SEND learners.
5. Develop teaching and coaching practices to enable staff to improve outcomes for SEND learners.

Progress we are making towards this objective:

The Inclusion Hub is now established and is supporting SEND pupils across the school. Interventions are analysed within an Asses, Plan, Do, Review cycle and are high impact. Where progress is not evident for individual pupils, we use a multi-agency approach to support pupils or move forward with statutory assessment. Structured conversations are held each term to gather and provide advice from families. All pupils have at least one target that focuses on developing independence and during the review their aspirations are gathered, along with their views on the support that they receive. Coaching is established with the teaching staff across the school and ensures that progress during learning time is maximised.

As a result of this, SEND pupils as a group are making the strongest progress that we have seen to date.

Next steps:

- Further emotion coaching training and clinic session with the Virtual School Educational Psychologist
- SEND Coaching focus for identified staff focusing on effectively removing barriers to learning
- Purchase SLCN screening tool for KS1&KS2

Objective 3: To reduce the impact of gender stereotyping and to support all genders equally.

Why we have chosen this objective: National agenda e.g. girls in STEM and trans-questioning/transgender children.

To achieve this objective we plan to:

1. Raise awareness of staff regarding gender and stereotyping through research and training.
2. Staff and pupils to consider and implement changes to make the school more gender neutral.

**Priory CE Primary Church Policy on Equality:
Compliance with Public Sector Equality Duty (PSED) 2019 - 2010**



3. Raise awareness of pupils through quality PSHE (Jig-Saw), special visitors and events, challenging all stereotypical language and views.
4. Provide quality STEM activities for girls through the Primary Science Quality Mark (PSQM), clubs, visitors, Career days and experiences.

Progress we are making towards this objective:

A Professional Development Meeting (PDM) took place to focus on addressing inequality in language and a whole school zero tolerance approach by all stakeholders to the use of gender stereotyping language e.g. babe. We have also focused phrases that encourage toxic masculinity e.g. man up, don't be a girl. EY sports day was gender neutral this year and was very successful. High quality Jigsaw sessions challenge pupils' views and explore assumptions about gender. The PSQM was achieved.

Next steps:

- Female focus during science and engineering week
- Whole school gender neutral Sports Day

9. Links with other policies

This document links to the following policies:

- SMSC and British Values
- Accessibility plan
- Inclusion
- SEND
- Pupil Premium
- Recruitment

10. Monitoring arrangements

The Designated teacher and Governor will update the equality information we publish at least every year, in consultation with the Headteacher. This policy will be reviewed and approved by the Governing Body at least every 4 years.

Policy Author: Pam Keen

Policy Approved By: Susan Manley (Inclusion Link Governor)

Responsible Committee: Full Governing Board

Date Approved: July 2018

Date of Review: July 2020