



Parklands
Community Primary
School
**Equality information
and objectives policy**

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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

Our school aims to promote respect for difference and diversity in accordance with our Parkland Friend Values (focus, respect, integrity, excellence, nurture and determination) and fundamental British Values.

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 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 headteacher

The headteacher will:

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

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.

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 that 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. 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, the school will:

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- 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

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
- 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
- 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1	Narrow the attainment gap between disadvantaged pupils in Reading, writing and Maths across Key Stage 1 and Key Stage 2.
Why we have chosen this objective:	We have identified that disadvantaged pupils are underperforming in comparison to their peers in key areas such as Reading, Writing, and Maths. Addressing this gap is essential to ensure that all students, regardless of their background, have equal opportunities to succeed academically. By focusing on this objective, we aim to provide targeted support to disadvantaged pupils, helping them to achieve their full potential.
To achieve this objective we plan to:	We are participating in the Every One Achieves Project led by West Sussex. Implement targeted intervention programs to support disadvantaged pupils in Reading, Writing, and Maths. Provide additional training for teachers to recognize and address the specific needs of disadvantaged pupils. Foster a supportive learning environment that encourages the academic growth of all students. Regularly monitor and assess the progress of disadvantaged pupils to ensure the effectiveness of our interventions and make necessary adjustments.

Objective 2	Reduce the academic performance disparity between boys and girls.
Why we have chosen this objective:	We have identified a significant disparity in academic performance between boys and girls within our institution. Addressing this gap is crucial to ensuring that all students have equal opportunities to succeed, regardless of gender. By focusing on this objective, we aim to create a more inclusive and supportive learning environment that fosters the potential of every student.
To achieve this objective we plan to:	Review in year and end of key stage data to identify groups of children that are achieving well and those that are underachieving. Rigorous Pupil and Attainment Meetings focusing on groups of children. Develop Teaching and Learning opportunities through Quality First Teaching and Interventions to support these children. Provide professional development for teachers to recognise and address gender-specific learning needs. Foster a school culture that promotes gender equality and challenges stereotypes. Monitor and evaluate the progress of our initiatives regularly to ensure they are effective and make necessary adjustments.

Objective 3	Improve the attendance of SEN Pupils and other diverse groups.
Why we have chosen this objective:	We have observed that pupils with Special Educational Needs (SEN) and other diverse groups often have lower attendance rates compared to their peers. Improving attendance is crucial as it directly impacts academic performance and overall well-being. By focusing on this objective, we

	aim to ensure that all students have consistent access to education and the support they need to thrive.
To achieve this objective we plan to:	<p>Continue to raise the importance of attendance and educate families on the importance of good attendance and positive educational outcomes.</p> <p>Follow the school attendance policy and the government guidance on improving school attendance.</p> <p>Develop and implement personalized attendance support plans for SEN pupils and other diverse groups.</p> <p>Provide training for staff to understand and address the unique challenges faced by these students.</p> <p>Foster a welcoming and inclusive school environment that encourages regular attendance.</p> <p>Collaborate with parents, caregivers, and external agencies to support students' attendance.</p> <p>Monitor attendance data regularly to identify patterns and intervene early when issues arise.</p>

Objective 4	Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.
Why we have chosen this objective:	We believe that fostering an understanding and appreciation of diversity is essential for creating a harmonious and inclusive school environment. By improving pupils' knowledge, skills, and attitudes towards difference and diversity, we aim to prepare them to thrive in a multicultural society and promote mutual respect and understanding.
To achieve this objective we plan to:	<p>Integrate diversity and inclusion topics into the curriculum across all subjects.</p> <p>Organise workshops, assemblies, and events that celebrate different cultures and perspectives.</p> <p>Provide professional development for staff to effectively teach and model inclusive behaviours.</p> <p>Create opportunities for pupils to engage in discussions and activities that promote empathy and respect for others. We encourage our pupils to be a Parklands FRIEND – understanding the importance of being respectful, having integrity and nurturing others.</p> <p>Regularly assess and update our policies and practices to ensure they reflect our commitment to diversity and inclusion. At Parklands we actively discourage discrimination and prejudice of people based on their protected characteristics.</p>

Objective 5	Improve the participation and engagement of different groups of parents and communities.
Why we have chosen this objective:	We recognise that active participation and engagement from parents and the wider community are vital for the success and well-being of our students. By improving the involvement of diverse groups of parents and communities, we aim to create a more inclusive and supportive environment that benefits everyone. This objective aligns with our commitment to fostering strong partnerships and ensuring that all voices are heard and valued.
To achieve this objective we plan to:	<p>Continue to develop positive relationships with parents and providing them with strategies to support learning within the home.</p> <p>Develop and implement outreach programs to engage underrepresented parent and community groups.</p> <p>Ensure that Parklands is the centre of its community by providing families with support they need.</p> <p>Organise regular events and meetings that encourage participation and provide opportunities for feedback.</p> <p>Provide translation and interpretation services to ensure effective communication with non-English speaking parents.</p> <p>Employ a Family Support Worker to support families to work with school to improve children's life chances.</p> <p>Create a welcoming and inclusive atmosphere at school events to encourage diverse participation.</p> <p>Collaborate with community organisations to support and enhance our engagement efforts.</p> <p>Regularly assess and adapt our strategies based on feedback and participation data to ensure continuous improvement.</p>

Objective 6	Ensure that the staff body and representation of staff in leadership roles are reflective of the local community.
Why we have chosen this objective:	At Parklands, we believe that a diverse and representative staff body enhances the educational experience for all students. By ensuring that our staff and leadership reflect the diversity of the local community, we can provide role models for students and create a more inclusive school environment.
To achieve this objective we plan to:	Review and revise our recruitment and promotion processes to eliminate biases and barriers. Engage with the local community to understand their needs and perspectives better. Regularly assess our progress and make data-driven decisions to improve our practices.

9. Monitoring arrangements

The governing board will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Pupil Premium Policy and Strategy
- SEND Policy and Information Report