


Aldryngton Primary School				
Policy	S9	Public Sector Equality Duty Statement and associated action plan		
Approved	June 2021	Signed		
Minute		Chair, Curriculum and Safeguarding Committee		
Review	Annual	Next review	June 2022	

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this at Aldryngton Primary School. Of course, we consider this to be not just a legal duty but a moral one as well. A belief in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos which underpins everything we do in school.

The Equality Act makes explicit our responsibility to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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.

In this respect, a protected characteristic could be any one of a multitude of factors that are shared by particular groups of people, but will include characteristics such as race, disability, sex, age, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and gender reassignment. Central to a commitment to fulfil this responsibility is a recognition that all groups with protected characteristics fall within the compass of the human race as a whole, and who by definition therefore have equal status and equal rights.

We also seek to recognise that the way in which we treat people is linked to the way we treat the environment in which we live, and the other species who share the planet with us. We do not see compassion and consideration as finite resources, and the equal treatment of people can and should serve as an exemplar of our commitment to, and responsibility for, the wider world. As a school, we are in the privileged position of supporting equality in our current practices, whilst also helping children to develop and embed the principles of equality and responsibility that will best promote this in the longer term.

Objectives

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

- To ensure that the school retains a culture of advancing equality both in its policies and its practices
- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

Principles into Practice

Our commitment to our equality duties is demonstrated by the following means:

- When reviewing policies in school, we take into account any relevant equal opportunity implications. The school's key policies are kept updated on our website, and all our policies are available by request at the school office.
- We regularly analyse the progress and attainment of all children in the school, including that of specific pupil groups. We explore possible reasons for variations in performance of different pupil groups and put additional provision in place. We recognise that there are often complex circumstances around a child's underperformance, which should not be attributed to the particular needs of any protected characteristic group/s.
- All aspects of the curriculum are open to all children, and we will always make adaptations where necessary to accommodate the particular needs of a child or group of children.
- We model the British values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves. When a child demonstrates intolerance or disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate. In line with our teaching of the academic curriculum, we believe that education is by far the most effective response to incidents of intolerance or disrespect.
- We promote a culture in which children feel comfortable sharing concerns and worries with adults in school. Although worries can affect all children, those in protected characteristic groups can face greater barriers than their peers do. Three principles are at the heart of our approach to supporting children with their concerns. Firstly, a recognition that what might seem like a small issue to an adult can feel hugely important to a child, so that we listen to the *root* of a child's anxiety rather than what might be its surface manifestation.

Secondly, we encourage children to develop the language and understanding of complex emotions, so that they are better able to articulate what they are feeling. If a child cannot explain what it is that is distressing them, they are less likely to seek help. Children in certain protected characteristic groups may need greater levels of support in developing these skills.

Thirdly, we place great emphasis on the development of strong relationships between all adults and children in the school, based on mutual trust and respect. Consequently, when a child feels vulnerable or worried, they are able to choose, from a number of adults that they know well, the person they feel most comfortable approaching.

- We also seek to promote a culture in the school that recognises the needs of staff members, whether this is in terms of emotional support, time off to attend family events or medical appointments, or requests for changes in working arrangements. We acknowledge that individual needs of staff members can sometimes be directly linked to their membership of a protected characteristic group.
- We also promote a culture in which parents feel comfortable to approach the school with concerns or difficulties, which again can sometimes be linked to their membership of a protected characteristic group. In addition to increasing parents' confidence in approaching the school with issues that may relate to protected characteristics, the strong relationships between staff and parents has helped to develop a culture where the strengths and needs of protected characteristic groups are understood, acknowledged and valued.

- The school refers to a calendar of world festivals and dates that are important for a range of protected characteristic groups. This supports our planning for key events in school, as well as raising our awareness of moments in the year that are important for children, staff and families across a wide range of protected characteristic groups.

This Statement was drawn up and agreed by the governing body - May 2021

It has links with the following policies / documents:

- Equal opportunities
- Accessibility Plan
- British Values Statement
- Staff Code of Conduct
- Staff leave of absence
- Attendance
- Safeguarding
- Special Educational Needs and Disability
- Personal, Social and Health Education Policy (PSHE) Policy (including Relationships and Sex Education)

Aldryngton Primary School - Equality Action Plan 2021-2025:

Group	Targets	Planned Actions (Set Summer 2021)	Progress
Disadvantaged Pupils	To ensure that all disadvantaged pupils can make good rates of progress and in line with all pupils in the school.	<p>Introduction of disadvantaged tracker to track the progress of pupils individually.</p> <p>Use of resources such as Education Endowment Federation and Visible Planning when planning specific interventions and actions.</p> <p>Use of Pupil Premium strategy to identify specific barriers and planned actions to address these.</p> <p>Assigned member of SLT (Deputy Head) to specifically oversee this strategy.</p> <p>Use of Curriculum and Safeguarding Committee for additional challenge and scrutiny of data and plans for disadvantaged pupils.</p>	
SEND and Inclusion	To ensure that all pupils with SEN can make good rates of progress from their individual starting points and in line with all pupils in the school.	<p>All pupils have access to the curriculum and adaptations made explicit through relevant curriculum documentation. Ongoing monitoring to ensure that planned adjustments are happening and having the desired impact.</p> <p>Introduction of SEN pupil tracker to track the progress of pupils individually and monitor the impact of interventions.</p> <p>Use of SEN notional budget and additional funding to provide support (where required) in order to succeed. Such support will include: staff ratio changes; timetable changes; tuition; visual / auditory aids; environmental adjustments.</p> <p>Use of SEN Policy and Accessibility Plan to inform daily practice and improve in specific areas.</p> <p>Leadership team to champion the needs of pupils with SEN and provide appropriate challenge (where</p>	

		required) to ensure that fair funding is received to support pupils with more complex needs.	
Gender Equality	To ensure where gender inequality exists or emerges that a plan is in place to address this.	<p>Termly group analysis of pupils take place alongside scrutiny and challenge from the Curriculum and Safeguarding Committee</p> <p>Where data indicates a development area or in school variance, a plan is put in place to address this e.g. the gap between boys and girls working at the higher levels.</p> <p>Use of school curriculum to challenge gender assumptions.</p> <p>To review curriculum to ensure that it remains engaging for both boys and girls.</p>	
Reflecting the school community	<p>To establish a routine of special assemblies and celebrations of our diverse community.</p> <p>To further develop wider partnerships in the local area in order that those of different faiths and characteristics are invited to share their experiences and knowledge</p>	<p>Making use of key date calendars to plan curriculum and assemblies.</p> <p>Reference key celebrations when planning whole school events.</p> <p>Use of parent / family support to enhance learning opportunities.</p> <p>Make further links with the local community to explore diversity further.</p> <p>Use of PSHE (including RSE) Policy to make children aware of different family make ups.</p> <p>Further develop curriculum so that it is diverse and broad to ensure that different groups are represented.</p>	