Growing Together
Where every child matters and is prepared for a future of possibilities...

Equality Policy and Objectives

April 2024
(Evaluated Jan 26)

Date approved:	April 2024	**Author/Owner:**	Headteacher
Date of next review:	April 2026 (evaluated Jan 26)	**Approval:**	Trustees/LGB/Exec
Type of policy:	Trust-wide Individual school (Adapted by school)	**Key Contact Email:**	Office.springside@bury.gov.uk
School:	Springside Primary School		

Current version	**Previous version**	**Summary of changes made**
April 2024		New policy
Jan 26		Interim evaluation

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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 values:

Our School Vision

SPRINGSIDE PRIMARY SCHOOL
GROWING TOGETHER

Where every child matters and is prepared for a future of possibilities

Our six values are embedded throughout Springside life.

Respect – We build and develop mutual respect, tolerance and appreciation of others. We learn how to respect ourselves, our possessions, our community and also the environment and world around us.

Responsibility – We learn about taking responsibility for our actions and we carry out our tasks with pride. We take responsibility for our own learning and we become independent learners. We use critical thinking skills in order to make informed choices.

Relationships – We learn about the similarities and differences between ourselves in order that we can form strong relationships with each other both inside school, in our community and in our home lives. We learn to work co-operatively, as part of a team and we learn how to deal with conflicts effectively and independently when they arise.

Resilience – We know that learning is not always smooth and we learn to be resilient when things get a little more difficult. We learn to manage our feelings effectively in order to continue learning and progressing.

Resourcefulness – We learn to be adaptable and we find solutions to challenges which face us. We seek support from others when needed in order to help us to become independent and self-sustaining learners.

Reflection and Aspiration – We learn to reflect on our learning and to appreciate what we have achieved. We are encouraged to have high aspirations for our future in whatever we choose to be.

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 local 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.

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 annually.

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:

- Publish 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 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

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 (Trust Objective)

To review and update the curriculum in each school to ensure that it has a greater impact on the cultural understanding and awareness of different religious beliefs and different ethnic groups within our community. This should be reflected in the development of an understanding of fundamental British values (FBV) across the trust.

Fundamental British Values are defined as:

- Understanding Democracy
- The rule of Law
- Individual Liberty
- Mutual respect and tolerance of different faiths

The impact of this curriculum will be monitored as part of our teaching and learning reviews.

Interim Evaluation Jan 26
Pupil voice activities show children have a good understanding of British Values
School had a British Values week in June 25
British Values displays around school
Springside is using the acronym DR TIM
D – Democracy
R – Rule of Law

T – Tolerance
I – Individual Liberty
M – Mutual Respect

British Values are embedded in the curriculum

Objective 2 (Trust Objective)

To endeavour to ensure that governance and representation of staff in leadership roles is reflective of the local community by developing a proactive recruitment and retention strategy.

The impact of this will be monitored at trust level during the annual staffing review for each school and the approval phase of each governing board's membership.

All recruitment follows HR legislation.

We use online programs to support us with recruitment to ensure all requirements are completed.

This objective is being managed by the Trust centrally.

Objective 3 (School Objective)

To improve the attendance of children who are classed as EAL (English as an Additional Language) and children who are Pupil Premium (PP)

Why:
When children do not attend school regularly, they will have gaps in their learning and missed learning is difficult to catch up on their return to school. When children attend school regularly, they have much better progress and attainment outcomes.

How:

- Monitor children's progress regularly
- Phone parents on day 1 of absence to find out why they are absent
- Phone parents again if a child is off school for 3 days or more
- If we have not heard from a parent after 3 days, the Attendance Officer will visit the home
- Fortnightly visits to school by the Attendance Officer to monitor data
- Regular parent meetings with parents of children whose attendance is at risk of falling below 90%
- Holiday fines submitted to the Local Authority
- Weekly attendance percentages shared with children
- Class rewards for good attendance
- Meetings and correspondence in parent's first language if appropriate
- Support in class for EAL learners (Community Language Access Service)

Outcome:
The attendance of EAL and Pupil Premium children is improved which then leads to improved progress and attainment for these children. Families are also fully supported where needed.

2024-25 attendance data
Whole school – 94.8 (+0.6 from previous year)
EAL – 94.3 (+4.3 from previous year)
PP – 92.4 (-0.2 from previous year)

Attendance for EAL children has improved significantly but there is still room for further improvement.
Attendance for PP children has declined slightly and there is still room for improvement.
Attendance is monitored daily with phone calls home when children are absent.
The profile of good attendance has been raised throughout school with children and parents.

Objective 4 (School Objective)

To monitor and analyse pupil progress and attainment data by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why:
By analysing pupil progress and attainment data (whole school and vulnerable groups), senor leaders can quickly identify any patterns in the data and redirect support in order to address any issues quickly. This will enable all children in school irrespective of race, gender or disability to achieve their full potential.

How:

- Regular assessment weeks
- Data analysed after each assessment week (whole school and vulnerable groups)
- Pupil progress meetings after each assessment week to discuss data and plan interventions.
- Visit by an external School Improvement Partner three times a year to look at data with the Senior Leadership Team
- National data analysed (whole school and vulnerable groups)
- Teaching Assistants well trained to deliver catch-up programs

Outcome:
Data analysis shows that all children, irrespective of race, gender or disability are achieving their full potential.

Springside is following the Trust assessment schedule.
Data (attainment and progress) is analysed for the whole school and different pupil groups.
There are 3 data review meetings per year with the Trust assessment lead.
The school Pupil Premium strategy has been reviewed.
There are Pupil progress Meetings with class teachers after each assessment is delivered.
Head is attending training on 'closing the attainment gap for vulnerable pupils' Jan 26.
Catch up programs are in place and being delivered by Teachers and TAs.

Objective 5 (School Objective)

To monitor participation and pupil engagement in extra-curricular activities (before school, within the school day and after school) to ensure equity and fairness in access and engagement.

Why:
Extra-curricular activities are important in supporting children's physical fitness, mental health and achievement. It is important that all children in school have equal access to these clubs and are able to engage if they wish to.

How:

- Ensure there are clubs during the school day for children who are unable to come to school early or stay after school
- Monitor attendance at clubs to ensure all children have equal access to the clubs
- Pupil Premium children can access Pupil Premium Grant money in order to pay for any paid clubs in school
- Parents are contacted if a child wishes to join a club outside of school hours

- Transport is provided wherever possible so children have the opportunity to represent the school in matches and tournaments
- Support is provided if a child with SEND wishes to join a club

Outcome:
All children in school have equal access to a variety of clubs in school (before school, during the school day and after school).

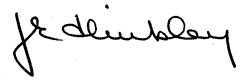
There is a mixture of free and paid clubs
There are clubs at lunchtime for children who cannot attend after school
Attendance in clubs is monitored and analysed by different pupil groups to ensure all pupil groups are represented
Pupil Premium children have places paid in clubs if needed
Transport is provided to matches and tournaments so all children are included
Trips for pupil premium children are subsidised by the PTA

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the LGB annually and objectives approved at least every 4 years.

Date approved by the Governing Body **: April 24 (Reviewed Jan 26)**



Signed by Chair of Governors –

Signed by Head Teacher -