



UPSHIRE PRIMARY FOUNDATION SCHOOL

EQUALITY POLICY

Mission Statement

At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.

School Vision

INSPIRE*EXCITE*ACHIEVE

Imagine an inspiring and exciting environment where learning happens because children want to achieve!

1. Policy Statement

At Upshire Primary Foundation School, we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality;
- to respect the equal rights of our staff and other members of the school community.

We will assess our current school practices and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

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.

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 Curriculum Committee 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 are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the Curriculum Committee 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 – annual training or updates when there are changes in legislation.

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. 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 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 pupils of different faiths to celebrate their festivals and religious holidays)
- 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 made up 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

Please refer to our Equality Plan.

9. Monitoring arrangements

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

We review annually the information about equalities in the policy and make adjustments as appropriate. The policy is on the school website in the 'Policies' section and a paper copy will be made available on request.

The policy will be kept under regular review.

10. Links with other policies

This document links to the following policies:

- Accessibility plan *
- Anti-bullying
- Behaviour Management
- PSHE
- SEND
- Supporting Children with Medical Conditions

* The school has published separate objectives related to supporting pupils with a disability, as defined in the Equalities Act 2010. These objectives have been placed in a 'Accessibility Plan' which is available on our school website – <https://www.upshireprimaryschool.com>.

Confirmation that the Equality Policy in respect of Upshire Primary Foundation School has been discussed and formerly adopted by Governors.

Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective & Equality Strand	Success Criteria	Actions	Timescale	Outcome	Who is responsible?
To help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children.	Making sure children understand the importance of good attendance and punctuality. Provide accessible ways for children to share concerns, which may prevent them from arriving on time or regularly. Discussing any problems the child(ren) may have at school and informing their teacher about anything relevant Supporting vulnerable families in their children's attendance by holding them to account for their legal responsibility to bring their children to school Referring families to the Education Welfare Officer (EWO) if there are concerns around attendance which is affecting learning. Celebrate a good level of attendance and improved attendance.	Raise whole school attendance to 95% and above. Tackle persistent absences and punctuality effectively using LA support Ensure quality first teaching for all pupils including those with protected characteristics Provide Early Help and Intervention for families with the most vulnerable children Meetings in diary for the attendance team. An action plan for addressing low and PA absence. Parent factsheet shared at the beginning of term.	On-going	Improve attendance, less impact on pupils', learning. Improve relationships with families	Staff/Governors Pupils/Parents
The outcomes of pupil performance across the curriculum and year	Individual pupils achieving their personal targets Analysis of data will	Track children's progress. Identify trends in groups or individuals. Instigate appropriate	On-going	Ongoing assessment throughout the year demonstrates an improvement in the performance of different groups and narrowing	Staff/Pupils/ Parents

groups does not demonstrate any negative impact on equalities groups.	highlight any areas that require support/intervention All pupils making at least Expected to good progress	interventions. Work in partnership with parents and other professionals. Tackle emotional/behavioural barriers to learning eg behaviour support. Monitor and deal with recurrent absences Individual children at risk of slow progress ensure that additional support is given.		gaps. Full end of year analysis will inform planning and practice going forward.	
All staff, parents and governors are aware of the equality objectives	All staff are familiar with the principles of the Equality Objectives and teachers use them when planning lessons and setting up classroom environments All staff and governors are familiar with the principles of the Equality Objectives when dealing with members of staff, parents and pupils	Publish and promote the Equality Objectives through the school website, newsletter and staff and governor meetings	On-going	The staff are aware of the need for equality and the need to provide opportunities that every child can access	HT/SENCo/Staff/ Governors/Parents
Ensures that the curriculum promotes role models and heroes that pupils positively identify with, and which reflect the school's diversity in terms of equality groups	Display examples of successful people prominently on noticeboards throughout the school. Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for	To ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow. To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.	On-going	Curriculum reflects principles of the Equality Policy	SLT/Staff/Governors

	everyone to achieve their goals in life regardless of race, gender or disability. Assemblies promoting the Fundamental British Values, the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the school.				
All children feel able to make a positive contribution to school life	The school celebrates pupil voice – school council representatives, play leaders, eco ambassadors	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through the School Forum, positions of responsibility, the ‘buddy’ system, and extra-curricular activities and clubs	On-going	Pupil voice representatives reflect equality. Pupils make a positive contribution to the life of the school and disseminate pupils voice throughout the school	SLT

