

Aycliffe Community Primary School



A WHOLE SCHOOL POLICY FOR EQUALITY AND OBJECTIVES

Signed:

Date: September 2022

Chair of Governors

Next Review Date:

Make a Difference Make a Difference Make a Difference Make a Difference

Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

- Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

..... *

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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](#).

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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse data each academic year showing how pupils with different characteristics are performing
- Monitor evidence to identify improvements for specific groups

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, RSE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning relating to Rights Respecting work and children's rights, pupils learn about different people around the world and advocate for change in different peoples' lives.
- Holding Rights Respecting and Pupil Panel assemblies and meetings dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and meetings. Pupils are invited to attend our pupil panels to advocate for change.
- Working with our local community. This includes inviting into school various representatives of local organisations and members of our local community to speak with children on specific themes or issues, and organising school trips and activities based around the local community.

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 so that all of our pupils are able to access everything.

8. Equality objectives

Equality Objectives

Aycliffe Community Primary School recognises that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities mean that all children have the right to a broad and balanced curriculum within which all pupils can engage and achieve.

Our school is focused on the following equality objectives:

Enable access to quality first teaching for all pupils

- School Improvement Planning focused on the development of learning

- Increasing staff knowledge of inclusive practice
- Staff thinking through the eyes of the child when planning
- Staff training – Mainstream Core Standards

Increase pupil participation in the schools extended day and monitor percentages of pupil premium participation termly

- Sports strategy
- Subsidised Breakfast Club

Support parents to be active partners in their child's education

- Building of relationships between school and home
- Information sharing-continued development of school Facebook
- Ensure the unique contribution of all members of the school community is valued
- Structured conversations to support parents of SEND pupils effectively
- Woodland school parent and toddler group – begin term 1

Support all members of the school community to maintain good mental health and promote respect and tolerance

- Rights Respecting School-maintain Gold Award and apply to retain in 2023
- School Improvement Planning
- Wellbeing and mental health training, action plan and support-whole school approach to mental health and well-being

Safer Recruitment

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

*

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.