ROSSETT ACRE PRIMARY SCHOOL

EQUALITY INFORMATION and OBJECTIVES

Document History

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1. Aims

We welcome our duties under the Equality Act 2010 to eliminate discrimination. As a school, we celebrate difference, promote equality and respect diversity, ensuring that everyone is valued, supported and able to reach their full potential, regardless of disability, race, religion or belief, sex, sexual orientation or gender reassignment.

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 between people who share a protected characteristic and people who do not share it.
• Promote an inclusive, anti-discriminatory culture in which prejudice, racism, discrimination and stereotypes are actively challenged and all children are supported to participate fully and safely in school life. This includes challenging sexism, misogyny, misandry, homophobia, biphobia, racism, ableism and other forms of prejudice, discrimination and derogatory behaviour (KCSIE 2026).

Rossett Acre will have due regard to the Public Sector Equality Duty when developing policies, allocating resources, making significant decisions and evaluating the impact of its provision on different groups of pupils, families and staff.

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
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance 2026
- DfE Preventing and Tackling Bullying guidance (updated July 2026)
- EHRC technical guidance for schools in England (2026 Consultation guidance)

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives to the Head teacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Promote the key principles of Equality as set out by the Red Kite Learning Trust.

The designated member of staff (Miss Dodgson) for Equality and Diversity will:

- Monitor success in achieving the objectives and report back to the Headteacher and governors
- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs, and organise 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.

Challenging discrimination and prejudice:

The school actively challenges discrimination, prejudice, stereotypes and prejudice-based behaviour. This includes racist, sexist, homophobic, biphobic, disability-related and other discriminatory behaviour, including sex, sexual orientation and gender reassignment. All reported incidents are taken seriously, recorded and addressed in accordance with the school's Behaviour, Anti-Bullying and Safeguarding policies. Patterns and trends are monitored to identify areas for further action, education or support. Leaders create an inclusive, anti-discriminatory culture where all staff actively challenge racism and discrimination:

- actively challenge racism
- actively challenge discrimination
- challenge stereotypes and prejudice
- do not treat equality as simply “being tolerant”
- recognise that safeguarding and equality are interconnected

- use incidents and pupil voice to identify patterns of discrimination.

Challenging sexism, misogyny and misandry: The school actively challenges sexism, misogyny, misandry and other forms of prejudice, discrimination and derogatory behaviour. Through our curriculum, PSCHE, RSHE and wider school culture, pupils are supported to recognise and challenge stereotypes and unfair treatment, develop respectful attitudes towards others, and understand that everyone should be treated with dignity and equality. We recognise that sexist and misogynistic or misandrist attitudes can contribute to harmful behaviour and create barriers to equality. All incidents of sexist, misogynistic, misandrist or other discriminatory behaviour are taken seriously, appropriately recorded and addressed in accordance with the school's Behaviour, Anti-Bullying and Child Protection and Safeguarding policies.

"Banter" and derogatory language: The school does not accept "banter", jokes or the phrase "boys will be boys" as an excuse for behaviour that is sexist, misogynistic, misandrist, discriminatory, derogatory or causes another person to feel uncomfortable, humiliated or unsafe. We recognise that language and behaviour can normalise stereotypes and prejudice even when presented as humour or when no harm is intended. Staff will challenge such behaviour appropriately and consistently, helping pupils to understand that being a joke or "just banter" does not make behaviour acceptable. Pupils are encouraged to treat others with dignity and respect and to seek help if they experience or witness inappropriate behaviour.

Violence Against Women and Girls (VAWG): The school recognises the importance of preventing violence against women and girls through age-appropriate education and a whole-school culture of respect and equality. Through our Relationships, Sex and Health Education (RSHE), PSCHE and wider curriculum, pupils develop an understanding of healthy and respectful relationships, personal boundaries, stereotypes, equality and the importance of treating others with dignity and respect. Pupils are supported to recognise prejudice, sexism and harmful behaviour, including inappropriate behaviour online, and are taught how to seek help when they feel unsafe or are concerned about the behaviour of others. We promote positive attitudes towards both girls and boys and challenge stereotypes and behaviours that may contribute to discrimination, harassment or abuse. This preventative approach supports our commitment to creating a safe, inclusive and anti-discriminatory school community.

Safeguarding and prejudice-based incidents:

The school recognises that discrimination, prejudice-based behaviour, harassment and bullying may also constitute safeguarding concerns. All concerns are taken seriously and responded to promptly and appropriately. Prejudice-based incidents are recorded and monitored to identify patterns and ensure that appropriate education, support and intervention are provided. Where a concern meets the threshold for a safeguarding response, it is managed in accordance with the school's Child Protection and Safeguarding Policy.

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.

Staff meetings and SLT meeting to check-in for any issues regarding Diversity and Equality.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each year.

The school has a designated member of staff for monitoring equality issues and this

information is passed to the local authority. This is also recorded on Safeguarding minutes.

5. Advancing equality of opportunity

The school recognises that pupils and families may experience disadvantage or discrimination because of more than one characteristic, need or circumstance. We will consider the individual needs and experiences of pupils and avoid making assumptions based on any single characteristic. 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 (e.g. pupils with disabilities, or 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 and staff 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 clubs).

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

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Monitor and analyse prejudice-based incidents, discriminatory behaviour and bullying, including racist, sexist, homophobic, biphobic and disability-related incidents, using CPOMS and other appropriate school systems. This information will be used to identify patterns, evaluate the impact of our provision and inform further education, support and action.
- Governors will be informed of any issues associated with the protected characteristics in the Head Teacher Report.

6. Creating an inclusive, anti-discriminatory culture

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by using a range of strategies:

- We promote 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 (PSCHEe) education, but also activities in other curriculum areas. For example, as part of teaching and learning, pupils will be introduced to literature, music and art from a range of cultures.
- Weekly One Life assemblies and lessons. Our **One Life** personal development curriculum makes an important contribution to our commitment to equality and diversity. Through carefully sequenced, age-appropriate learning, pupils develop an understanding of difference, equality, protected characteristics, respectful relationships, inclusion and stereotypes. Pupils are encouraged to recognise and challenge prejudice and discrimination, develop empathy and respect for others, and understand their responsibilities within an inclusive community. This supports our commitment to fostering good relations, promoting equality of opportunity and developing an inclusive, anti-discriminatory culture across the school.
- We also use Picture News and No Outsiders materials which promote empathy towards others and a celebration of the diversity in our world. Our **No Outsiders** approach supports our commitment to equality, diversity and inclusion. Through stories, assemblies and discussion, pupils develop an understanding that everyone is different but equal and that everyone should feel welcome, valued and included. Pupils are supported to develop empathy and respect, recognise and challenge stereotypes and prejudice, and understand their responsibilities towards others. The approach is embedded across school life, helping to foster good relations and promote an inclusive, anti-discriminatory culture in which everyone is welcome.
- Diverse texts and inspirational people have been identified across the curriculum in all year groups on the Long-Term Plan which usualises diversity, weaving it into the fabric of our school curriculum. As such Rossett Acre has developed a curriculum where diversity is usualised and constant. 'Usualising diversity has significant power in

relation to all forms of diversity issues. For example, teachers should not create ‘shrines to gay people’ in the corners of their classrooms but rather to ensure LGBTQ+ people are represented alongside others; integrated; ever-present. (Bennie Kara, Diversity in Schools, 2020).

- We have been praised by Ofsted (June 2022) for our Diversity education and range of picture books. Picture books are relatable, removing the barrier of approaching challenging subjects by discussing characters through the lens of the third person, rather than discussing the children in the class themselves.
- We were the first RKLT Primary School to be awarded the Red Kite Alliance Red Award for our approach to Diversity and Equality (March 2024).
- We hold assemblies dealing with relevant issues. This will include One Life assemblies as well as our weekly Diverse Picture Book assembly. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.

- We work with our local and wider community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community. At other times, webinars will connect our pupils with a diverse range of people to enrich their learning experience.
- We encourage and implement initiatives to ensure that everyone feels valued and welcome in our 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 diversity through engaging them with our No Outsiders approach. We use the language of No Outsiders – everyone welcome in our school; no-one is the same, but we are all equal.
- All staff are responsible for developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Such links also support our staff training.

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

8. Equality objectives

Objective 1:	***Reduce the percentage of Pupil Premium (PP) children classified as persistently absent (attendance below 90%) to bring it within 2% of the whole-school non-PP average over the next 24 months.***
Rationale	Persistent absence has a significant impact on pupils' learning, progress, wellbeing and ability to access the full curriculum. The gap between PP and non-PP attendance indicates that disadvantaged pupils are disproportionately affected by absence. Reducing this gap will ensure that PP pupils have more consistent access to high-quality teaching, targeted intervention and wider school experiences, supporting improved attainment and reducing the impact of disadvantage. A 24-month focus will allow the school to strengthen early identification, parental engagement and targeted attendance support, with the aim of bringing PP persistent absence in line with the whole-school non-PP average.
Progress	Implement an early-warning traffic light system triggered at 93% attendance to catch dipping trends before they become chronic. Our allocated Attendance Officer or Family will conduct compassionate, non-punitive welfare calls or home visits specifically for PP families on day one of an absence.

Objective 2:	**Narrow the localised attainment gap in core subjects (Reading, Writing, and Maths) between SEND pupils and Pupil Premium pupils, ensuring progress rates for both groups are accelerated relative to their starting points. To narrow the gap by at least 5%**
Rationale	Attainment data indicates a gap between SEND and Pupil Premium pupils in the core subjects of Reading, Writing and Maths. While pupils within both groups may have different starting points and barriers to learning, ensuring that both groups make accelerated progress is essential to improving outcomes and reducing educational disadvantage. A focused approach to adaptive teaching, targeted intervention and close progress monitoring will enable barriers to be identified and addressed earlier. Narrowing the gap by at least 5% will provide a measurable improvement in outcomes while maintaining a strong focus on individual pupil progress from starting points.
Progress	• Conduct termly cross-over data reviews led by the Assessment and Inclusion Lead to identify "dual-category" children (those who are both SEND and PP) who may be falling through the cracks. • Provide targeted, evidence-based small group interventions (e.g., precision teaching, phonics catch-up) mapped out on individual provision maps. • Deliver specialized CPD for Class Teachers on high-quality "Quality First Teaching" adaptations that simultaneously support cognitive needs (SEND) and remove learning barriers (PP)

Objective 3:	***Ensure that participation rates for PP and SEND children in after-school clubs, enrichment activities, and student leadership roles directly match or exceed the wider school demographic percentage.***
Rationale	Access to enrichment, extracurricular activities and leadership opportunities plays an important role in developing pupils' confidence, social skills, aspirations and sense of belonging. Monitoring indicates that PP and SEND pupils can be underrepresented in these opportunities. Ensuring participation reflects or exceeds the wider school demographic will provide greater equity of access and ensure that additional barriers such as cost, confidence, accessibility or awareness do not limit pupils' opportunities beyond the classroom. This will support the school's commitment to inclusion, personal development and reducing the impact of disadvantage.
Progress	• Implement monitoring of booking from families of SEND and PP children, ensuring they have seen and accessed the information once released. • Offer targeted funding or fully subsidize club fees, uniform requirements, or kit costs using the Pupil Premium grant. • Conduct a pupil voice survey with SEND and PP cohorts ensuring activities meet sensory, physical, and personal interests.

9. Monitoring arrangements

The designated member of staff (Miss Dodgson) for Equality and Diversity will discuss with the Headteacher and update the equality information that we publish at least every year.

The Head teacher will share the equality information we publish with the local governing body at least every year.

This document will be reviewed by the local governing body at least every 4 years.

This document has been approved by the local governing body

10. Links with other policies

This document links to the following policies:

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- Rossett Acre Accessibility Plan
- Red Kite Equality Policy
- Rossett Acre Inclusion Policy
- Rossett Acre SEND Policy
- Rossett Acre Anti-Bullying Policy
- Rossett Acre Child Protection and Safeguarding Policy
- Rossett Acre Behaviour Policy
- Rossett Acre RSHE Policy
- Rossett Acre PSHE/PSCHe Curriculum
- Rossett Acre Online Safety Policy
- Rossett Acre Attendance Policy
- Rossett Acre Complaints Policy
- Rossett Acre Educational Visits Policy
- Rossett Acre Curriculum Policy

Rossett Acre Primary School was awarded full accreditation for the Red Kite Alliance RED Award (Respect, Equality and Diversity) in February 2024, becoming the first primary school and first Red Kite Learning Trust school to achieve the award. The award recognises our whole-school commitment to equality, diversity, respect for individuals and community cohesion.