

**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 differences and support each other so that everyone can reach their full potential regardless of disability, ethnicity, gender, religion, belief and sexual identify.

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, using the model of No Outsiders: Everybody is welcome at Rossett Acre.

### 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, 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](#).
- Monitor success in achieving the objectives and report back to governors

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

- 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.

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**

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).
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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
- Make evidence available via CPOMS identifying improvements for specific groups (e.g. reduction in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with the 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 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.
- We regularly using Picture News, Newsround and No Outsiders materials which promote empathy towards others and a celebration of the diversity in our world.
- The weekly school Newsletter has an Equality and Diversity News section.
- 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 hold assemblies dealing with relevant issues. This will include No Outsiders 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

<b>Objective 1:</b>	<b><i>Train all members of staff in how to promote and celebrate diversity in the classroom, especially with regard to gender, sexuality and disability. Raise staff confidence levels in how to do this in age-appropriate ways. Training evaluation data will show that 100% of those attending feel confident to educate pupils about diversity</i></b>
<b>Rationale</b>	A staff survey at Rossett Acre in May 2022 showed that although staff are confident in promoting/celebrating religion and race with their classes, only 40% were confident in promoting/celebrating issues relating to gender/sexual identity. Also 40% of staff were not confident with promoting/celebrating relating to disability. Pupils have also stated they feel there is a lack of picture books relating to disability
<b>Progress</b>	<p>We plan to work with the Barnados charity <a href="https://www.barnados.org.uk/what-we-do/services/positive-identities-lgbtq-commissioned-work">https://www.barnados.org.uk/what-we-do/services/positive-identities-lgbtq-commissioned-work</a> to train staff and support pupils as well as Andrew Moffat from No Outsiders <a href="https://no-outsiders.com/training-and-consultancy">https://no-outsiders.com/training-and-consultancy</a></p> <p>More books have been purchased relating to gender and disability to be used in the Picture Book assemblies; No Outsiders Assemblies and book corners. We have had several Whole School Assemblies with a focus on celebrating diversity relating to disability: Autism Awareness Week and National Down Syndrome Day for example.</p> <p>We had a twilight in November 2022 with Lindsay Parr from the Diversity Role Models charity which focused on how to teach/discuss gender and sexual identity as well as disability. The survey completed by children, staff and parents was very positive regarding the teaching of the Protected Characteristics.</p> <p>The July 2023 Survey shows that 100% of staff are confident in teaching/discussing disability and LGBTQ+ issues at an appropriate level with their class.</p>

<b>Objective 2:</b>	<b>For staff to be more proactive in increasing the number of diverse visitors into school or via virtual visit.</b>
<b>Rationale</b>	A staff survey at Rossett Acre in May 2022 showed that 80% of staff had not had such a visit either in person or virtually. At present only the Diversity Lead is organising such visits (Valerie Bloom in school, Y6 Holocaust Survivor zoom visit;

	Sufiya Ahmed virtual talk; UKS2 Michael Rosen talk about Migration; Y4 talk about Kindertransport). All teachers and subject leads to be more proactive in creating these diverse Personal Development visits.
<b>Progress</b>	The diversity lead has organised many virtual visits 2022-23 across school: EYFS and KS1 – webinar to celebrate Down Syndrome Awareness KS2 – author event with Nadia Shireen KS1 – author event with Rashmi Sirdespande UKS2 – science event with Dr Maggie Pocock Y6 – author events with Aoife Dooley, James Mayhew and Nathan Bryon

<b>Objective 3:</b>	<b><i>To increase pupil understanding of what the protected characteristics, specifically in regards to race and religion. Measure= before and after survey of pupils</i></b>
<b>Rationale</b>	Our school community lacks diversity in race and religion. It is predominately White British with some White Other, having only 7.5% of the school pupil population not being White British.  We will measure pupils understanding of protected characteristics with simple before and after survey (Sept 2022, February and July 2023). We will raise the status of diversity further with display and choice of images on class resources.
<b>Progress</b>	Children throughout school have been taking part in No Outsiders lessons which focus on acceptance of people from diverse families, circumstances and backgrounds. Findings from July 2023.  Many children can state the Equality Act as becoming law in 2010: Y2 – 73% Y3 – 50% Y4 – 6% Y5 – 2% Y6 – 81%  Even more children knew that there are 9 Protected Characteristics: Y2 – 70% Y3 – 83% Y4 – 25% Y5 – 33% Y6 – 88%  Our survey shows that high numbers of children from Y2 upwards can state which characteristics are protected by the Equality Act 2010.

## 9. Monitoring arrangements

The Head teacher will update the equality information we publish 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:

- Rossett Acre Accessibility Plan
- Red Kite Equality Policy
- Rossett Acre Inclusion Policy
- Rossett Acre SEND Policy
- Rossett Acre Anti-Bullying Policy

