



**THE HARMONY TRUST**

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# EQUALITY OBJECTIVES AND PUBLIC SECTOR EQUALITY DUTY

## ASHCROFT PRIMARY ACADEMY APPENDIX (annex to main Equality and Diversity policy).

See also:

Equality and Diversity policy

Accessibility plan

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## Our Vision Statement

### Believe, Achieve, Succeed

We are a forward thinking, innovative academy trust that embraces and acknowledges education as a right and a privilege. We have high expectations and strive to ensure that all children reach their full potential. We aim to create an environment in which everyone feels happy and is actively involved in all areas of their learning. We value everyone as individuals and encourage them to respect each other, helping them to form and maintain positive and meaningful relationships.

## Aims

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. 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 Act; 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 This statement publishes information which demonstrates how we are complying with those three elements of the Public Sector Equality Duty and publishes specific and measurable Equality Objectives. 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.

Roles and responsibilities are identified in the Equality and Diversity policy

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8

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## Eliminating discrimination

The academy 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 Trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Staff receive training on Inclusion and safeguarding as part of their induction, and all staff receive refresher training every year. Staff also receive Equality and Diversity training.

### We eliminate discrimination by:

- Implementation and review of our Inclusion Policy, SEND policy, Intimate Care Policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e Guidance 2020 DfE Relationship and Sex Education, is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights and fundamental British Values;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;

The Trust ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

## 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 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)

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- 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 above data 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

Actions related to analysis of vulnerable groups are regularly identified and evaluated.

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, we achieve this by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. School council elections, Playground Buddies, Anti-bullying week, RE curriculum, British Values, Talking Partners, and playtime buddies...
- Fostering good relations by providing enrichment opportunities e.g., visits to a range of places of worship, visiting artists, specialist teachers in music, dance, modern foreign languages and sports, a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that Ashcroft Primary Academy is seen as an active school within our local community e.g. participation in sports events including those for children with disabilities, , visits to local secondary schools, fund-raising initiatives and charity weeks; Recognising our responsibilities to the environment near and far through our globally immersive curriculum; Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists

## Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on

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particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip: effects any religious holidays; is accessible to pupils with disabilities; has equivalent facilities and opportunities for all.

The academy 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.

## Monitoring arrangements

The Head of Inclusion and Inclusion lead will update the equality information we publish at least every year. This document will be reviewed by Trustees at least every 4 years.

## Links with other policies

This document links to the following policies:

Accessibility audit and plan

Risk assessments

SENd Policy and Local Offer

Inclusion Policy

English as an Additional Language Policy

RHE Policy

The following information is only concerned with our obligations to pupils (and prospective pupils):

## Equality Information (Dec 2021)

Number of pupils on roll at the school: 309

Age of pupils: 3 – 11 years of age

## Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics: Race; Disability (The Act defines disability as when a person has a ‘physical or mental impairment; which has a substantial and long term adverse effect on that

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person's ability to carry out normal day to day activities'); Sex; Religion or belief. Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children's family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SENd);
- Pupils with English as an Additional Language (EAL);
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll and the information is sensitive personal information. In these cases we have indicated this by an asterisk (\*) and no percentage is published.

Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group. Race/Ethnicity Summer Term

Please see Annex 1 for the latest data.

At Ashcroft Primary Academy, we aim to ensure that any gap in attainment for pupils within any of the identified groups is diminished. This is achieved through rigorous tracking and monitoring of individuals as well as groups of children concerning their progress and attainment. We also provide equal opportunities to access the curriculum for all pupils. The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Ashcroft Primary Academy. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

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## Evaluation of Current Provision

1. The curriculum provides rich learning opportunities for all children, imparting knowledge and building intellectual curiosity through a globally immersive approach
2. The RE curriculum which is enquiry based ensures children celebrate diversity and show respect for all faiths. Children recognise that their own views are important, whether they have a specific faith or not.
3. Our Core Values and Behaviour Policy promote high expectations and integrity leading to responsible citizens.
4. Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary e.g. financial access to clubs, uniform, school trips, resources and enrichments.
5. All incidents of bullying or racism are dealt with promptly and appropriately in line with our policies.
6. Children with medical disabilities are identified and individual health care plans are devised between school and the family, to enable access to the curriculum and safe inclusion to all enrichments and where necessary, specific staff training is provided.
7. Children identified with Special Educational Needs and disabilities (SEND) are provided with highly personalised activities to ensure access towards learning and appropriate external advice and support that ensures access to social inclusion and learning.
8. Children have an opportunity for a leadership role within the school e.g. elected school councillors,

## Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school. We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with teachers, support staff and SLT
- Newsletters;
- Year group information leaflets
- Letters home (by website or hard copy if preferred)
- Website
- School Council
- Parents' evenings.
- Curriculum sessions and parent workshops

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- Parent comments
- Special Curriculum Weeks

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

## **Equality Objectives for 2022-2023**

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

2021/22 Equality Objective 1 - To improve outcomes in reading, writing and maths for those children with low starting points, including those with special educational needs, those for whom English is an Additional Language and those who are disadvantaged. The academy's development plan specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for PP, those for whom English is an Additional Language and those with SEND.

2021/22 Equality Objective 2 – To further refine the curriculum to reflect a 21st century community and our globally immersive approach to learning. We will also continue to refine and embed our PHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, 'whole body health', personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

2021/22 Equality Objective 3 – To challenge the gender gap through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of boys.

Review The objectives will be reviewed annually

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**Annex 1 – Data (Updated Sept. 22)**

On roll	
Year N up to Year 6	164

Gender	
Girls	47.5%
Boys	52.5%

SEN	
% SEN	18%

Disadvantaged	
	49%

Ethnicity	
White British	33%
Indian	10%
Pakistani	11%
Eastern European	10%
Kurdish	5.5%
Black	8%
Mixed	13%

First Language	
English	43%
EAL	57%
No. of languages spoken	20

LAC	0
PLAC	3

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## Annex 2 – How does Ashcroft Primary Academy apply this policy within its context?

The overarching culture at our academy is that we celebrate our differences and recognise diversity. Our approach is one based upon mutual respect; developing understanding of other and their beliefs. We remain sensitive to our individual community and therefore apply this policy in context. Below are examples of how this is applied:

### **Age**

All children are included in all experiences and opportunities. Regardless of age children have access to opportunities outside of the taught curriculum e.g. sports clubs. Children in the past have completed a multi-generational project as part of the Prince William Award.

### **Disability**

The academy is conscious that it represent seen and unseen disabilities through the media presented and the discussions held that we use including texts within the classroom e.g., Y5 read and discuss Wonder – a core text that centres around August a boy who has a recognised disability and suffers harassment and prejudice from his peers and community. As part of our aspirational leaders, we include people with disabilities including Paralympian's and scientists such as Steven Hawking. We use BSL as an inclusive learning strategy through songs and greetings, recognising that Derby has the highest proportion of Hearing Impaired residents in the UK.

### **Race**

We specifically teach children that this encompasses colour, nationality, and ethnic or national origins , challenging the stereotypes of the community

All children took part in the Derby Book festival which was specifically designed to include a diverse range of authors and book topics. Black history month and Show Racism the red card explored children's perceptions of race and challenging stereotypes within modern Britain. We are always aware of the type of media we present and make sure all children are represented. Woven through the entire curriculum rather than one off events.

### **Gender reassignment**

Our PSHE curriculum recognises this as a sensitive subject. Staff are aware and trained to deal with these matters and can communicate as necessary. Children are taught about trusted adults and how to communicate thoughts to them appropriately. Staff are trained to support and signpost children about their thoughts, feelings and emotions.

### **Marriage & Civil Partnership**

Children are taught about Healthy Relationships and that marriage and civil partnerships may be a part of that. From Y1 children are taught about weddings and different religious beliefs around weddings including civil partnerships. Through our PSHE curriculum we focus on the different types of relationships including blended families, same sex marriage and single parents. Staff make children aware and share ideas around the term 'family' and show that this can come in many different forms.

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### **Maternity and pregnancy**

Children are taught about pregnancy through the RHE / Science / RHE curriculum, they understand puberty and the changes to the human body both physically and emotionally during pregnancy. Children who may have pregnancy within the family or become new siblings are emotionally supported by the academy staff, knowing this can be a turbulent time within families.

### **Religion or belief**

This covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered.

This is taught through our R.E curriculum with a wide range of faiths and beliefs covered.

The Derby City syllabus forms the basis for this teaching and is matched to the faiths and beliefs within our surrounding communities. Each year group have a visit to place of worship every year and challenge any conflicting views. An example of this the decision to include a trip to the local Hindu Temple with the knowledge that many children had little experience or knowledge of those with the Hindu faith.

### **Sex**

We strive to ensure that equal opportunities are available for all children in the academy both boys and girls e.g. Mixed sports clubs. We challenge gender stereotypes within our curriculum for example STEAM – Women in Science, Engineering, Arts and Maths. We foster children's talents and skills regardless of their gender.

### **Sexual orientation**

This is broached gently due to the age of our children. All types of relationships and families are represented within our curriculum. The PSHE curriculum specifically teaches about different types families. We ensure that books, media, teaching resources represent different types of families and relationships.

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