High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

# Equality Information and Objectives

*This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.*

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| Approved | Autumn 2025 |
| Next review | Autumn 2029 |

## 1. Our Commitments

The High Rocks Federation believes that all children should be guaranteed equal access to a broad and balanced curriculum regardless of their gender, sexual orientation, race, culture, religion, social class, disability or special educational need.

Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this because we have all agreed to our three school principles: Be Ready, Be Respectful and Be Safe. We are committed to delivering a curriculum that is driven by pupils feeling happy and being aware of their well-being, children understanding the healing process needed after the pandemic, instilling and nurturing positive character traits, developing social and cultural capital, closing the gaps in learning, especially for our most vulnerable learners and a progression of knowledge and skills through the National Curriculum.

By following these principles and delivering our agreed curriculum we aim to ensure that we have a safe, happy and caring community, which encourages respect for others' feelings, beliefs and possessions.

## 2. Legal Duties

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.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual identity
- Marriage and Civil Partnership (for employees)

## 3. Key Principles

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our Equality policy is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our provisions, criteria and practices (PCPs).

Our Equality policy enables us to meet the duties under the equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority)
- advance equality of opportunity through vision, strategy and practice
- foster good relations.

Through our Equality policy we make links to all our actions and commitments to:

- promote community cohesion
- narrow the attainment gap in outcomes between children and young people
- improve outcomes as described within the Kent Children's and Young People's Plan (CYPP).

## 4. Priorities

The priorities for the Equality policy are set in the light of:

- views expressed by stakeholders that have been involved in the development of the scheme
- consultation and representation in 2022 through a working party of Governors, staff and parents.

Our priorities for pupils are:

- To ensure that all pupils, including those defined by the Equality Act 2010 are well supported, feel valued and make at least good progress towards their individual outcomes.
- To ensure the curriculum reflects the diversity of our school and community and teachers have planned for opportunities to celebrate pupils with protected characteristics.

Our priorities for our wider communities are:

- To have a clear pupil induction process in place, which captures the child's needs/ protected characteristics and how these should be supported. This will also support families, for example, for children and families with English as an additional language.

Our priorities for our staff and governors are:

- To increase and build on staff and governor understanding and awareness of how to support and celebrate pupils with protected characteristics.
- To ensure that all staff, including those defined by the Equality Act 2010 feel supported within the workplace.

## 5. The Curriculum

As part of our work to promote equality we aim to ensure that our curriculum provides children with the opportunity to:

- understand and celebrate diversity in all of its forms
- learn about equality in a variety of curriculum areas, e.g. PSHE, Science, Art and English
- develop an understanding of global citizenship
- understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing
- develop an understanding of their rights, the rights of others and their responsibility to each other
- develop an understanding and appreciation of their own and others race, religious beliefs and cultures
- recognise and challenge prejudice and discriminating attitudes and behaviour
- use materials that reflect a range of cultural backgrounds, without stereotyping

- provide opportunities for educational visits, visitors and extra-curricular activities that reflect the diversity in our society
- develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society

## 6. Responsibilities

The Governing Body of the Federation 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 Executive 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

All members of the school community will contribute to ensuring that our school is a fair, just and cohesive community by:

- raising issues with line managers which have an impact or potential impact on provision and practices
- maintaining an awareness of, and professional interest in, the school's current Equality scheme and the provision and practices to which it relates
- implementing provisions, criteria and practices in accordance with agreed protocols and standards
- behaving with respect and fairness to all members of the school community

## 7. Information Gathering and Objectives

Each year the Governing Body and Senior Leadership Team formulate specific and measurable objectives based on the equality information that has been collected within our school throughout the year.

The information we collect also helps us to review our performance, enabling us to measure how we are delivering on our equality duties. We commit to publishing our Equality objectives on our school website every four years to ensure we comply with our Public Sector Quality Duty (PSED).

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme.

Comprehensive and sensitive efforts are made to:

- Collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress data relating to different groups
- children and young people views actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum
- sports and activities choices of all groups
- uptake of the extended school offer by all groups
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

We record our outcomes using a wide range of criteria, both academic and experimental. Our outcomes are recorded in summary form as part of our SDP. If a robust analysis of outcomes reveals poorer outcomes for any particular group this triggers the equality impact assessment process. This is part of our regular Pupil Progress Meetings. The following sources of information are used to assess impact:

- provision plans
- children's data (including academic, attendance, social and emotional)
- behaviour support plans
- equality action plan
- the accessibility plan and action plan

## 8. Action Plans

These describe how we are taking action to fulfil both the general and specific duties. Our action plans are incorporated into the School Development Plan (SDP) which ensures that they are checked, monitored and evaluated systematically.

The action plan shows:

- objectives and specific actions

- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility

Our Equality policy relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed below and significantly include our:

- Safeguarding and Child Protection Policy
- School Development Plan
- SEN Policy
- Behaviour Policy
- Accessibility Plan/Policy

The school evaluates the effectiveness of the Equality policy on a regular basis, through the governing body and with Ofsted when the school is inspected.

## 9. Publications and Reports

The school is able to provide a copy of this policy in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

## 10. Reviews

As part of the review of the Equality policy the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SDP and action plans.
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.
- The review of the Equality policy informs its revision, the setting of new priorities and action plans

# Equality Objectives Autumn 2025 – Autumn 2029

| Equality Objectives | Action to be taken | Key people | Timescale | Impact | Review and next steps |
|---|---|---|---|---|---|
| To increase the extent to which all pupils, including those vulnerable as a result of their protected characteristics as defined by the Equality Act, feel valued and confident and, in consequence, more likely to achieve their potential. In this way, the school community can reduce or remove inequalities in attainment. | To ensure that all planning is targeted towards the pupils with protected characteristics and that their data and progress is shared in the school's pupil performance meetings. Ensuring that reasonable adjustments are in place for children identified under the criteria above (particularly SEND children). | Class teachers<br>Assessment Lead<br>SLT<br>Teaching Assistants supporting named children<br>SENco | 2025-2027 | Key staff aware of children highlighted, the level that they are currently working at and the learning needed to close the gaps and support them in making the progress needed (including end of year attainment). | |
| To increase school staff and governors understanding of equality and its implications on a day to day basis. particularly relating to protected characteristics listed in the equality act. | To ensure that all school policies and procedures promote equality of opportunity. For all members of the school community to be aware of their responsibility in doing so and adhering to the equality act. To foster good relations in the school between those who have protected characteristics and those who do not. | Governors<br>All school staff including the administrative team and school business manager.<br>Phase Leaders in particular.<br>SENco | 2025-2027 | That all school policies reflect our desire for children who have been identified as having protected characteristics, have opportunities to access learning and experiences without prejudice and that school leaders play an active role in enabling that. | |
| To promote cultural development and understanding through a range of rich experiences, both in and beyond the school. This improved understanding will help reduce prejudice related incidents (disabled, race and gender) and prejudice related bullying in relation to protected characteristics listed in the equality act. | To identify opportunities in the curriculum to explore and celebrate gender, ethnicity, cultural differences and similarities and disability. For staff to receive training on how to identify these areas successfully and then deliver quality sessions on improving a better understanding of equality for children with protected characteristics. For governors to receive training so that they can monitor the above and measure impact. | SLT<br>SENco<br>Governors<br>Phase Leaders<br>Class Teachers | 2025-2029 | That all children have opportunities to learn, experience and discuss differences within our society and that they begin developing the 'tools' to ensure that prejudice is dismantled and that they are active agents in promoting equality both in and out of school. | |
| **What are protected characteristics? It is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. https://www.gov.uk/guidance/equality-act-2010-guidance** | | | | | |