

Rainow Primary School

Caring, Learning, Achieving.

Equality Policy

Members of staff responsible:

Date approved by Governors:

Date to be reviewed:

Headteacher

Spring 2023

*Spring 2027

***Action plan (appendix 1 reviewed annually)**

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 community.
- 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 equality link governor is Paula Riordan. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

➤ Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training annually. This training may be done in-house or through a designated course from a CEC provider, NGA or other body which meets the needs of the school.

The School recognise all 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. gender, religion)
- 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:

- Report attainment data each academic year to the governing body 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering Good Relations

Our school's motto of '*Caring, Learning and Achieving*' places relationships at the forefront of our work. Our easily understandable school rules of '*Be Safe, Be Kind, Be Ready*' also help keep kindness and compassion high on the agenda. In addition to this, the school aims to foster good relations between those who share a protected characteristic, and those who do not share it by:

- Promoting tolerance (we prefer acceptance), friendship and understanding of a range of religions and cultures through different aspects of our **curriculum**. This includes teaching in RE, and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature and authors from a range of cultures and backgrounds.
- Holding **assemblies** dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. Assembly planning

demonstrates our commitment to address a wide range of topics linked to diversity, equality and inclusion.

- Working with our **local community**. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our **School Council** has representatives from different year groups and sex, and is formed of pupils from a range of backgrounds. The same is true of our **Eco-Council** – The Planet Protectors. Both groups deal with issues linked to fairness and everyone's duty to contribute positively to our society.
- All pupils are encouraged to participate in the school's activities, such as **sports and extra-curricular clubs**. We can demonstrate a high uptake from all pupil groups and we work hard to promote an equality in participation for each and to avoid stereotyping e.g. we are working towards equal coaching time being dedicated to girls' vs. boys' football, and our technology club changes its age-range termly.

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:

- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

8. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour and Discipline and Policy
- Behaviour Statement of Principles
- Anti-Bullying Policy
- SSDP

9. Equality objectives / Action Planning

How we choose our Equality Objectives

Our equality objective setting process involves gathering evidence as follows:

- Performance / achievement information, data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age,
- Seeking the views of stakeholders via pupil voice questionnaires, parent/carer questionnaires. Objectives

Our overarching aims for the objectives in our action plan are:

- Promoting equality of opportunity for members of identified groups
- Eliminating unlawful discrimination, harassment and victimisation
- Fostering good relations between the different groups of pupils

Appendix A – Latest Objectives At Top (previous years are further down)				
Equality Plan Objectives 25-26				
Objective	Action	Impact on Equality	Timescale	Evaluation Jul 25 (End of cycle)
1. To increase understanding of equality and diversity through direct teaching across the curriculum.	a. To ensure the curriculum includes aspects relating explicitly to equality and diversity issues and that the profile of these issues is high. b. To continue to develop our whole-school Assembly Plan to promote equality, diversity and inclusion. The plan should also incorporate British Values, be linked to our PSHE scheme of work, and appeal to the full primary age-range. c. To continue to embed the CEC / RE syllabus and refine Rainow RE planning to suit the needs of our children. d. To continue to ensure displays throughout school reflect rich, multicultural and diverse nature of our world.	The children will become more culturally aware and develop their understanding of global diversity.	ongoing	

2. To narrow the gaps between any underachievement or lack of progress of identified groups within the school.	a. Continue to Improve, develop and adapt the curriculum to ensure a mixture of topics that appeal to and engage both boys and girls and / or identified groups of poor performers. b. Continue to improve planning, teaching, learning, assessment and moderation of writing. c. Continue to monitor and improve the provision and achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is reported accurately to the governors. d. Introduce and implement the Raising Attainment for Disadvantaged Youngsters (RADY) programme.	a-d. Measurable improvement year on year in children's attainment and progress, relative to their starting points.	Reviewed termly.	
3. To increase staff understanding and expertise linked to Equality, diversity and Inclusion	a. All staff to continue to receive relevant CPD linked to neurodiversity/SEN/ mental health. b. Teachers to receive further training linked to our new RE scheme of work.	Improved staff knowledge, expertise and confidence leading to better curriculum offer and delivery and better outcomes for children.	Reviewed termly	

Equality Plan Objectives 24-25 (reviewed)

Objective	Action	Impact on Equality	Timescale	Evaluation Jul 25 (End of cycle)
1. To increase understanding of equality and diversity through direct teaching across the curriculum.	a. To ensure the curriculum includes aspects relating explicitly to equality and diversity issues and that the profile of these issues is high. b. To continue to develop our whole-school Assembly Plan to promote equality, diversity and inclusion. The plan should also incorporate British Values, be linked to our PSHE scheme of work, and appeal to the full primary age-range. c. To continue to embed the CEC / RE syllabus and refine Rainow RE planning to suit the needs of our children. d. To continue to ensure displays throughout school reflect rich, multicultural and diverse nature of our world.	The children will become more culturally aware and develop their understanding of global diversity.	ongoing	a. Equality and diversity feature prominently in our PSHE and SRE curriculum. Our latest OFSTED report (Dec 24) states: <i>"The school offers a comprehensive range of experiences to support pupils' personal development. Pupils learn to celebrate the differences between people... They also know about different religions and cultures. As such, pupils are well prepared for life in modern Britain."</i> The curriculum is under constant review. b. The school Assembly Plan is a working document. Whole school and Key Stage Assemblies are logged, and coverage reviewed at the end of the term to ensure a wide variety of topics are referred to and that there are clear links to PSHE and SMSC objectives. c. The new CEC RE syllabus has been further refined by the new subject leader. d. There are various examples of diversity and multiculturalism in classes and shared areas.
2. To narrow the gaps between any	a. Continue to Improve, develop and adapt the curriculum to ensure a	a-c. Measurable improvement year on		a-c.

underachievement or lack of progress of identified groups within the school.	mixture of topics that appeal to and engage both boys and girls and / or identified groups of poor performers. b. Continue to improve planning, teaching, learning, assessment and moderation of writing. c. Continue to monitor and improve the provision and achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is reported accurately to the governors.	year in children's attainment and progress, relative to their starting points.		See Pupil Premium impact report for 24-25 here for more detail on the achievement of this potentially vulnerable group. Results are reported to governors at least annually. Our latest Academic data is here. Groups of children are monitored closely and we can evidence good progress from individual starting points. OFSTED (Dec 24) had this to say: <i>"The school has extremely high expectations of what pupils can and should achieve. Pupils, including those with special educational needs and/or disabilities (SEND), consistently live up to or exceed these expectations. This is reflected in the exceptional way that they discuss and debate what they have learned. Pupils across the school achieve remarkably well."</i>
3. To increase staff understanding and expertise linked to Equality, diversity and Inclusion	a. All staff to continue to receive relevant CPD linked to neurodiversity/SEN/ mental health. b. Teachers to receive further training linked to our new RE scheme of work.	Improved staff knowledge, expertise and confidence leading to better curriculum offer and delivery.	By end of July 25	a. Extensive programme of CPD for staff members linked to SEN. b. All teachers are confident to deliver RE Scheme of Work.
Equality Plan Objectives 23-24 (reviewed)				
Objective	Action	Impact on Equality	Timescale	Evaluation Jul 24 (End of cycle)
1. To increase understanding of equality and	a. To ensure the curriculum includes aspects relating explicitly to equality	The children will become more culturally aware and develop	ongoing	a. Equality and diversity feature prominently in our PSHE and SRE

diversity through direct teaching across the curriculum.	and diversity issues and that the profile of these issues is high. b. To continue to develop our whole-school Assembly Plan to promote equality, diversity and inclusion. The plan should also incorporate British Values, be linked to our PSHE scheme of work, and appeal to the full primary age-range. c. To continue to embed the new CEC RE syllabus. d. To continue to ensure displays throughout school reflect rich, multicultural and diverse nature of our world.	their understanding of global diversity.		curriculum. The curriculum is under constant review. b. The school Assembly Plan is a working document. Whole school and Key Stage Assemblies are logged, and coverage reviewed at the end of the term to ensure a wide variety of topics are referred to and that there are clear links to PSHE and SMSC objectives. c. A lot of work has been done in this respect. The new CEC RE syllabus has been further refined by the new subject leader (JN). d. There are various examples of diversity and multiculturalism in classes and shared areas.
2. To narrow the gaps between any underachievement or lack of progress of identified groups within the school.	a. Continue to Improve, develop and adapt the curriculum to ensure a mixture of topics that appeal to and engage both boys and girls and / or identified groups of poor performers. b. Continue to improve planning, teaching, learning, assessment and moderation of writing. c. Continue to monitor and improve the provision and achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is reported accurately to the governors.	a-c. Measurable improvement year on year in children's attainment and progress, relative to their starting points.		a. See Pupil Premium impact report for 23-24 here for more detail on the achievement of this potentially vulnerable group. Results are reported to governors at least annually. Our latest Academic data is here.

3. To increase staff understanding and expertise linked to Equality, diversity and Inclusion	a. All staff to continue to receive relevant CPD linked to neurodiversity/SEN/ mental health. b. Teachers to receive further training linked to our new RE scheme of work.	Improved staff knowledge, expertise and confidence leading to better curriculum offer and delivery.	By end of July 24	a. Staff were identified to receive appropriate CPD linked to SEN. b. All teachers have received initial training on the CEC RE syllabus and Rainow RE plans.
Equality Plan Objectives 22-23 (reviewed)				
Objective	Action	Impact on Equality	Timescale	Evaluation Jul 23 (End of cycle)
1. To increase understanding of equality and diversity through direct teaching across the curriculum.	a. To ensure the curriculum includes aspects relating explicitly to equality and diversity issues and that the profile of these issues is high. Make sure at least one topic in each Key Stage per year should encompass equality issues. b. To develop a whole-school Assembly Plan to promote equality, diversity and inclusion. The plan should also incorporate British Values, be linked to our PSHE scheme of work, and appeal to the full primary age-range. c. To launch the new CEC RE syllabus.	The children will become more culturally aware and develop their understanding of global diversity.	- By July 23 - Review termly - July 23 - End of autumn 22	a. During our latest OFSTED inspection, support for pupils, under the 'Personal Development', heading was described as 'Exceptional'. The inspector interviewed children across the school and was impressed with their knowledge, understanding and acceptance of the concept of equality. He specifically mentioned how our older children could remember and explain the importance of 'Protected Characteristics'. b. An Assembly plan has been finalised as described in the action. The SLT and teachers update it each week to reflect the objectives covered. c. We have worked with CEC, local primary schools and our feeder high school to design a new RE syllabus based on the CEC framework. All classes are now taught according to this scheme of work. We have a new, world map wallpaper in the school hall. We are developing more multi-cultural and diverse display throughout school.

	d. Ensure displays throughout school reflect the rich and diverse nature of our world.			
2. To narrow the gaps between any underachievement or lack of progress of identified groups within the school.	a. Continue to Improve, develop and adapt the curriculum to ensure a mixture of topics that appeal to and engage both boys and girls and / or identified groups of poor performers. b. Continue to improve planning, teaching, learning, assessment and moderation of writing. c. Monitor the achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is reported accurately to the governors. See our PP Statement for 22-23 here.	a-c. Measurable improvement year on year in children's attainment and progress, relative to their starting points.	a-c by July 23	a – c See Pupil Premium impact report here for more detail on the achievement of this potentially vulnerable group. b. writing has featured as a key area for improvement in 22-23. Please see a summary of progress against our SSDP targets here. Our writing curriculum is now fully in place and we continue to embed throughout school, including staff CPD.
3. To increase staff understanding and expertise linked to Equality, diversity and Inclusion	a. All staff to receive CPD linked to neurodiversity/SEN/ mental health. b. All staff to undertake basic Equality training by end of Sep 23.	a. Staff have a more consistent and increased understanding of topics covered, and more strategies to work with different groups of pupils. Staff understand their legal duty linked to Equality, diversity and inclusion.	a. July 23 End of Oct 23	a. Staff are on a pathway of continuous upskilling / improvement in areas identified as part of their annual appraisal. For example, in 22-23, a teacher has achieved the SMHL qualification. No specific Equality CPD. All staff required to read and sign to say that they have read, understood and agreed to follow our Equality Policy and action plan.
Equality Plan Objectives 21-22 (reviewed)				
Objective	Action	Impact on Equality	Timescale	Evaluation Jul 22

				(End of cycle)
1. To increase understanding of equality and diversity through direct teaching across the curriculum.	a. To ensure curricular planning throughout the course of a year includes aspects relating explicitly to equality and diversity issues and that the profile of these issues is high. This may also include improving links to other schools/groups and where possible, enabling our children to engage with different groups they would not normally work with. At least one topic in each Key Stage per year should encompass equality issues. b. Improve and update the school's reading provision through the purchase of targeted books which accurately show both the United Kingdom's multicultural society and the lives of others throughout the world.	The children will become more culturally aware and develop their understanding of global diversity.	a. On-going. Reviewed annually as a target for PSHE subject leader. b. Review as part of English subject leader book audit (usually once a year).	a. New scheme of work, 'No Outsiders' has been purchased and now integrated into the PSHE curriculum. RSE curriculum is embedded (Christopher Winter Scheme of Work) PSHE SOW has been rewritten to ensure it is progressive and sequential. b. New library of books purchased by FRS (PTA) which focus on diversity and inclusion. Various other texts purchased linked to other subjects which promote diversity and inclusion.
2. To narrow the gaps between any underachievement or lack of progress of identified groups within the school.	a. Improve, develop and adapt the curriculum to ensure a mixture of topics that appeal to and engage both boys and girls and/or identified groups of poor performers. b. Improvements in planning, teaching, learning, assessment and moderation of writing.	a-c. Measurable improvement year on year in children's attainment and progress, relative to their starting points.	a-c. ongoing.	See Pupil Premium impact report here for more detail on the achievement of this potentially vulnerable group. Results are reported to governors at least annually.

	c. Monitor the achievement of pupils across the school and track progress according to a range of groups, including EAL pupils, identified SEN pupils and PPG pupils. Ensure that this information is accurately reported to the governors.			
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