



DERWENT VALE NURSERY & PRIMARY SCHOOL

POLICY STATEMENT ON EQUALITY AND COHESION 'Our Commitment and Obligations'

School Vision:

'Achieving together'

We aim for all our children to:

Achieve their full potential

Achieve high academic standards

Respect themselves, others and the environment

Work independently and collaboratively

Make positive contributions as citizens

Stay healthy and safe

Acquire the skills they need for adult life

Legal Framework

As a school we welcome our duties under the Equality Act 2010. We understand that we are bound by the Public Sector Equality Duty (PSED) also known as the 'general duty'.

The Public Sector Equality Duty requires us to take steps to: eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. And our specific duties are:

- a) to publish information to show how we are complying with the PSED which needs to be updated annually and
- b) to prepare and publish one or more specific and measurable equality objectives every four years, and comment on their progression annually.

This will enable us to have a coherent plan to promote equality by reducing, removing and/or eliminating discrimination all together.

a) PUBLISHING INFORMATION

For school provision, the protected characteristics are: disability, race (which includes ethnic or national origins, colour and nationality), sex, gender reassignment (which includes gender identity), maternity and pregnancy, religion and belief (included lack of belief) and sexual orientation. The school as an employer must also take steps to eliminate discrimination and advance equality of opportunity for staff on the basis of their age and marital status and civil partnership in some instances.

It is our understanding that under the Equality Act we are required to publish information to show 'due regards' to the three aims of the 'general duty' and in line with our duty to publish information, this is what we are aiming to do:

1) Eliminate Discrimination

- We are committed to equality both as an employer and a service-provider.
- We are committed to ensuring that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- In line with the Equality Act 2010, we take steps to make sure that no-one experiences harassment, victimisation, less favourable treatment and discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their sex; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

2) Advance Equality of Opportunity

- We aim to give every learner the confidence to achieve their full potential by setting high expectations and by making the learning experience, challenging, enjoyable and interesting.
- We aim to provide a broad, balanced, extensive and inclusive curriculum, which provides a wide variety of experiences for all.
- We aim to provide an environment that is inspiring, rich and structured, that is well planned, well organised and is both safe and caring.

3) Foster Good Relations between those who share one or more protected characteristics as listed in the Act and those who do not.

- We aim to develop learning through partnership with children, parents and the wider community, resulting in children who are active learners.
- We take steps to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- Equality and diversity are embedded in the curriculum, particularly with regards to tackling prejudice, promoting community cohesion and understanding diversity.

Data

In order to meet our duties under the PSED, we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provision as a school. This will include the following:

- The school has data on its composition broken down by disability, SEN, ethnicity and race, religion and belief and sex.
- Gender Reassignment: We do not collect information on this. However, we are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, should this happen, are protected from discrimination and harassment
- Sexual Orientation: We do not have information on whether any of the pupils and/or staff on roll identify themselves as lesbian, gay or bisexual as the question has never been asked. However, we are committed to providing a safe environment for all pupils and we aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual. Furthermore, if needed the school could seek further advice and guidance from local and national specialists on how and when to ask pupils and staff this question and how to use the data sensitively when collected.
- Pregnancy and Maternity: We do not collect information on this. However, we are committed to ensuring that pupils and staff who are either pregnant or have just returned from maternity and/or are breastfeeding are protected from discrimination and harassment
- The school has also data on other groups of pupils; Pupils with English as an additional language, pupils from low income backgrounds (Free school meals & Ever 6), looked after children and other vulnerable groups
- The school uses data on inequalities of outcome and participation when setting its objectives for achievable and measurable improvements in the school improvement plan.

Not all of this broken down data is published due to the Data Protection Act 2018 & the General Data Protection Regulation (GDPR) but we have the information available upon request if we deem it appropriate to share.

Documentation and record keeping

- There are statements of the school's responsibilities under the Equality Act in various school documents, for example the prospectus and school improvement plan.
- There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings.

Responsibilities

- The Head Teacher has responsibility for equality matters.
- There is a named Equality Governor with responsibility for equality at Governor level.

Staffing

- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and Safety

- There are clear procedures for dealing with prejudice-related bullying and incidents in our anti-bullying policy.
- Annual surveys show that most pupils feel safe from all kinds of bullying.

Curriculum

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups as appropriate, this changes annually.
- There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.

Consultation and involvement

- The school has procedures for involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns of the Equality Act.
- The school has procedures for finding out how pupils think and feel about the school, and takes regard of these in relation to the Equality Act.

b) EQUALITY OBJECTIVES

Based on analysis of pupil performance data and staff consultation the following objectives have been set:

- To use whole school assessment tracking system to enable staff to identify underperforming groups; including those pupils who have been identified as disadvantaged and those who qualify for Positive Action¹ provision, including Pupil Premium, Disadvantaged, SEN pupils and those with a protected characteristic as detailed in the Pupil Progress Action Plan.

Action: build pupil's self-esteem and ability to interact with peers through:

- Whole class PSHE SEAL activities
- Nurture objectives whole class and focussed Nurture Group activities
- Forest School
- Librarians
- Bright Stars
- Lego League
- School Council
- Drawing and Talking

The make-up of this group will be reviewed termly based on pupil assessment data and through staff discussion.

- To close the gap in pupils' spelling throughout the school with specific focus on spelling within pupil's writing.

Action:

- Weekly and twice weekly spellings to learn, age dependant

- Spellings marked within pupils writing
- Word of the day supports spellings from the weekly list
- Cross curricular expectations in foundation subjects mirror those within literacy lessons
- Small group intervention, including those pupils who have been identified as at a disadvantage and also those who qualify for Positive Action provision¹.
- Lexia IT reading programme at school and home
- Spelling Shed app licenced for school and home use

This will be monitored at SLT meetings termly, and through discussion with pertinent staff.

Policy Adopted: May 2020

Signed:



Chair of Governors: Kerri Black

Policy Reviewed: May 2021

¹ New Positive Action provision allows the school to target measures to address disadvantage experienced by pupils with protected characteristics.