



Equality Information and Objectives

Reviewed: **January 2024**

Reviewed by: **Headteacher / SLT / Governors**

Date to be reviewed: **January 2025**



East Peckham Primary School, 130, Pound Road, East Peckham, Tonbridge, TN12 5LH

1. Aims

East Peckham Primary 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, 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 equality link governor is Wendy Johnson. They will:

- Meet with the headteacher three times a year 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
- Meet with the equality link governor three times a year.

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

East Peckham Primary 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.

New staff receive appropriate training on the Equality Act as part of their induction.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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, 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)
- 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:

- Analyse attainment 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)

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:

- Promoting 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 (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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
- 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 reflects the whole pupil community. 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 different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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

The school 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.

8. Equality objectives

Objective 1:

Ensure consistency in high expectations for all pupils, including pupil groups who share a protected characteristic e.g. pupils with a special educational need or pupil premium students.

Why we have chosen this objective: Internal monitoring continues to identify some children in these vulnerable groups as making less progress. The impact of COVID-19 on disadvantaged children.

To achieve this objective we plan to: Use consistent strategies to engage vulnerable pupils in learning in every lesson. Continue to develop positive parental engagement and encourage high levels of attendance.

Outcome: Pupil Progress Meetings in terms 1, 2, 4 and 6 ensure all children are discussed, with a specific focus on children from a protected characteristic. Any barriers to learning are discussed and addressed, either with SEND or pastoral support as required. Spending of the Pupil Premium fund is carefully considered, based on the learning needs of the children, as well as allowance for ability to access trips and visits.

Objective 2:

Continue the development and implementation of the RSE curriculum with the aim of managing and supporting physical and mental health.

Why we have chosen this objective: To bring RSE inline with our nurture ethos and support our Nurturing Schools Award.

To achieve this objective we plan to: Support staff with training needs. Team teaching of Zones of Regulation.

Outcome: Extension of working hours for pastoral lead to manage initiatives to support children's mental health. Whole school events continue to be organized, such as World Kindness Day, providing children with strategies to manage their own mental health needs. PE, and associated activity, remains a priority in the school timetable. Nurture UK accreditation achieved.

Objective 3:

To commit to providing a wealth of diverse resources and actively teaching and promoting diversity to the whole school community.

Why we have chosen this objective: To break down the cultural divide between our school communities and teach our pupils to be understanding and tolerant of others.

To achieve this objective we plan to: Continue to invest in high quality diverse resources including books, toys and other curriculum resources and to embed these within our curriculum plans.

Outcome: School continues to invite in visitors from diverse backgrounds, which now includes both the Christian and Islamic faith. Further work is to be done, but it is difficult to find outreach to support small, village schools.

Objective 4:

To ensure that all members of staff and governors involved in recruitment and selection have been trained on equal opportunities and non-discrimination.

Why we have chosen this objective: To underpin our commitment to fair and safe recruitment.

To achieve this objective we plan to: Monitor training for governors and staff and arrange training as appropriate.

Outcome: Governors trained in Safer Recruitment.

9. Monitoring arrangements

The headteacher and link governor will monitor progress on the objectives.

The headteacher will update any equality information we publish at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

