

Robert Peel Primary School

Public Sector Equality

Duty Objectives

2023 - 2025



Date policy last reviewed:

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

School Vision

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for our children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this through the teaching of a rich and diverse curriculum, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life.

Equality Act 2010

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
2. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
3. **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Robert Peel Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

Promoting Equality at Robert Peel

Under the Equality Act 2010, we are required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils. Below outlines how the school will promote equality.

Ethnicity & Race incl EAL Learners		
We are committed to working for the equality of all ethnic groups		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none">• Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.• We identify appropriate provision and then monitor its impact.• A supportive network, we use a variety of strategies to support our new families.• Children are buddied up with a child within their class.• We set targets to improve the attainment and progression rates of particular groups of pupils.• We identify and address barriers to the participation of particular groups in learning and other activities.	<ul style="list-style-type: none">• We use ICT to support translations and translators from other local schools.• An informal open door policy.• We are have a curriculum that supports all pupils to understand, respect and value difference and diversity.• We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.• We ensure that the curriculum challenges racism and stereotypes.	<ul style="list-style-type: none">• Children experience a positive start.• Parents are kept well informed and they attend school events.• Effective, positive relationships with parents, school and home working in partnership to support the child.• Pupil voice is monitored regularly as part of our cycle & it shows that our children with EAL are happy in school.

Gender

We are committed to working for the equality of both sexes

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We monitor the attainment and progress of all our pupils by gender. • We take the same approach to address underachievement: neither boys nor girls are treated differently. • We set targets to improve the attainment and rates of progress of particular groups of boys and girls. • The School Council ensures both boys and girls views are equally represented. • Sports teams: these are equally represented by boys and girls. • We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities. 	<ul style="list-style-type: none"> • We support all our children in their interests by running a variety of clubs. • Events for parents and Grandparents are hosted throughout the year. • We try to ensure we include positive, non-stereotypical images of men and women in the curriculum. 	<ul style="list-style-type: none"> • Children's attainment does not show any systematic differences in attainment. • The curriculum is enhanced by increased pupil voice.

Disability

We are committed to working for the equality of people with & without special needs or a disability

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We set challenging targets to ensure our children with disabilities make good progress. • We provide good quality training for our staff on inclusion. • When required we gain external advice and support for many different professionals. • We promote positive links with our parents. • SEND Designated Governor appointed • Specific targeted support and provision where appropriate. • Annual reviews. • Liaising and working in partnership with a number of professional organisations. • A range of interventions from Nursery to Year 6. • SEND Base, The Den, with Non-Teaching SEDNCo and full time SEND Manager 	<ul style="list-style-type: none"> • Our school admissions criteria which welcomes all pupils. • We work with private Nurseries ensuring transfer into Reception is effective & as smooth as possible. • We liaise with special schools in the local area regarding effective provision • Regular meetings with parents. • We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience. • We ensure that the curriculum and resources shows positive images of people who are disabled or have a special need. 	<ul style="list-style-type: none"> • Children experience a positive start to school life. • Parents are kept well informed and given support. • Effective, positive relationships with parents, school and home working in partnership to support the child. • Effective inclusion of children with special needs or a disability. • Pupil voice shows that our children with additional needs are happy in school.

Disadvantaged		
We are committed to working for the equality of disadvantaged and non-disadvantaged pupils		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> We monitor the attainment and progress of pupils who receive the Pupil Premium Grant. The Pupil Premium Champion monitors the provision and attainment of disadvantaged children All opportunities, events and activities are open to disadvantaged and non-disadvantaged children. The Pupil Premium Grant is used to ensure that disadvantaged children have access to the same opportunities as those children who are not from disadvantaged backgrounds. We set targets to improve the attainment and rates of progress of disadvantaged children. The School Council ensures that all views are equally represented. We continuously review our provision to ensure that we address barriers to the participation of disadvantaged pupils in activities. We have a robust PPG Policy which is monitored and outcomes evaluated by the Standards, Curriculum, Inclusion & Pupils Committee under the guidance of the Pupil Premium Champion. We have a Young Carers Lead who promotes strategies to support pupils who care for family members 	<ul style="list-style-type: none"> We support all our children in their interests by running a variety of clubs. We ensure that all children can experience trips and visits by using the Pupil Premium Grant. We are developing a curriculum that supports all pupils to understand, respect and value each other. We ensure that the curriculum challenges any views about pupils who live in areas of deprivation. 	<ul style="list-style-type: none"> Children's attainment does not show any systematic differences in attainment. The curriculum is enhanced by increased pupil voice. Disadvantaged pupils have access to the same experiences at school.

Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and outcomes for pupils.

The table below details the actions we take as part of our daily work and when the term disadvantaged is used this refers to pupils who are in receipt of Free School Meals, receive Pupil Premium Funding, are a Looked After Child or a Young Carer.

Equality Strand	Objective	Measure	Monitoring
All children	To publish and promote the Equality Objectives through the school website and staff meetings and staff training.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Objectives.	Ongoing
All children	To monitor and analyse pupil achievement by race, gender, disability and those who are disadvantaged and act on any trends or patterns in the data that require additional support for pupils.	Analysis of teacher assessments demonstrates pupil's achievements are secure against targets.	Achievement data analysed by race, gender and disability in Pupil Progress Meetings
All children	To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Maintain high level of pupils' participation, confidence and achievement levels	Participation and confidence of targeted groups remains high.
All children	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Displays are vibrant and reflect pupils learning in topics.	Subject Leaders Monitoring
All children	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, House and Sports Captains and Prefects and Head Girl/Boy, class assemblies, fund raising etc.	All roles and opportunities are open to all pupils and support is given to pupils who not have the confidence to apply.	Diversity in pupils undertaking roles.
Disability	To ensure good progress of children on the SEND register based on their individual starting points.	Children achieve personal targets which are set based on their starting points.	Each term through Pupil Progress Meetings and reviews of Provision maps
Disability	To use a systematic assessment system to monitor rates of progress of children on the SEND register.	Rate of progress to individual targets rather than Age Related Expectations. Use of a range of specific assessments to measure progress and identify individual needs. These include: Salford Reading Ages, Vernon's Spelling Ages, BPVS, Nussy assessment	Each term through Pupil Progress Meetings and reviews of Provision maps
Disability	To have detailed and measureable Provision Maps for children in all phases of the school.	Review of targets through Pupil Progress Meetings and progresses measured and reported on.	Reviewed by SEND Manager and SENDCo with teaching staff
Disability	To keep under review interventions and monitor the effectiveness of interventions through Provision Maps and pupil progress meetings and progress over a term.	Interventions to be in every year group and to include: Phonics, Maths pre-teaching, spelling, reading comprehension and Speech & Language. Effectiveness is measured through Provision Maps.	Reviewed by SEND Manager and SENDCo with teaching staff

Equality Strand	Objective	Measure	Monitoring
Disability	To maintain and extend Support Staff expertise so they are able to take the lead in specific interventions such as Speech & Language.	Training of staff to lead specific areas and for them to share their learning with others.	Ongoing training. Reviewed annually
Gender	To diminish any differences in attainment between boys and girls.	Diminishes any gaps between boys and girls and vice versa in any subject areas including GLD and Phonics Screening.	Discussions with staff termly in Pupil Progress Meetings
Religion	To host assemblies which celebrate different religions and festivals.	Monitoring shows appropriate links to assembly themes & religions.	Annually RE Lead
Religion	To ensure that RE is well taught and there are opportunities for visitors of different religions and faiths to visit the school.	Monitoring shows the RE syllabus is well taught through half termly topics and links made with other subject areas.	RE Lead Monitoring
Disadvantaged	To up level targets for disadvantaged pupils with the aim of narrowing gaps in attainment and diminishing differences.	Pupil Premium Champion to monitor and report on provision, interventions and outcomes of PPG pupils. Outcomes for PPG children to form a key area for discussion in Pupil Progress Meetings and SCIP Governor Meeting.	PPG Champion discussions with staff through Pupil Progress Meetings.
Disadvantaged	To ensure that children in receipt of the PPG Grant, are a Young Carer or Looked After Child receive effective and timely interventions to diminish any gaps in attainment and progress.	Interventions to be in every year group and will be led by highly trained staff in a variety of key learning areas which have been identified. This includes well-being and emotional support and intervention.	Pupil Premium Champion, SEND Manager and SENDCo to review with staff.