



At The Parkland Federation, we strive for excellence in all that we do while promoting optimum health, happiness and wellbeing within our school community. Learning is exciting, inclusive, dynamic and challenging. The highest standards of behaviour are promoted at all times. Here, the children are supported to succeed through taking risks and learning from mistakes. Pupils are prepared to become responsible, informed, respectful and creative global citizens who will contribute with insight, understanding, and compassion to the diverse and rapidly changing world they live in". (*School Vision Statement*).

EQUALITY OBJECTIVES

Date of review: May 2025	Date of next review: May 2026
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THE PARKLAND FEDERATION EQUALITY OBJECTIVES

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1. Aims

Our schools aim to meet their obligations under the public sector equality duty by having due regard for 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

We believe that the Equality Act provides a framework which supports our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexuality, religion or socio-economic background. We also continue to tackle issues of disadvantage and underachievement within our school community.

Our approach to equality is based on the following key principles:

- ★ All learners are equally valued
- ★ We recognise, respect and celebrate difference
- ★ We foster positive attitudes and relationships and a shared sense of community and belonging
- ★ We observe good equalities practice in staff recruitment, retention and development
- ★ We aim to remove all inequalities, stereotypes and barriers that we come across
- ★ We recognise that our school community does not wholly reflect the diversity of our world and therefore seek to provide children with the knowledge and understanding of a wide range of

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cultures, traditions, faiths and history (13% of our pupils are from Non-White British backgrounds and 9% of pupils have English as an Additional Language)

- ★ We have the highest expectations of all children at all times

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](#). This document also complies with our funding agreement and articles of association as an Academy Trust.

3. Roles and Responsibilities

The Governing Body 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

Our Link Governor will:

- Meet with senior leaders 3x a year 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

Senior Leaders will:

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

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The Designated Equality Team will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Raise and discuss any issues with Governors
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard for 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 and curriculum includes 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 training on the Equality Act as part of their induction, and all staff receive refresher training every September. 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 schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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 requirements of people who have a particular characteristic or need (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular need to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and enrichment activities)

In fulfilling this aspect of the duty, the schools will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing (For example, Disadvantaged pupils, pupils with SEN and boys/girls)
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

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- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect pupils

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, Global Citizenship, Personal Development, PSHCE as well as the wider curriculum. For example, as part of teaching and learning in Reading, pupils will be introduced to literature from a range of cultures, the library will be well stocked with books that celebrate diversity and class names will mirror the diversity of our world.
- 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 possible apprehension between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. 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.
- Linking with people and groups who have specialist knowledge to help 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
- Is suitable for all pupils of different ethnicities

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- Supports transgender pupils
- Promotes cultural awareness

8. Equality Objectives: May 2025 - May 2028

OBJECTIVES		Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective:
1	To diminish the attainment gap in reading, writing, and maths between pupils eligible for pupil premium and their peers.	The schools have a significantly higher proportion of pupils eligible for the pupil premium when compared to the national average.	Utilise high quality teaching that is responsive to individual needs and the strategic deployment of additional adult support. We will track progress and adapt our approaches based on evidence of impact.	
2	To ensure that pupils from disadvantaged backgrounds have the opportunity to reach greater depth standards in reading, writing, and maths.	The schools have a significantly higher proportion of pupils eligible for the pupil premium when compared to the national average.	Provide stimulating and challenging learning experiences, offering enrichment activities that broaden pupils horizons and fostering a culture of high expectations for all pupils, regardless of their background. We will identify pupils with high potential early and provide tailored support to help them excel.	
3	To continue to raise aspirations and broaden horizons for all pupils, including those from	The school needs to actively foster ambition and expose pupils to diverse opportunities to ensure every pupil, regardless of their	Increase pupil exposure to a range of careers, further education opportunities and cultural experiences.	

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	disadvantaged backgrounds.	background, feels empowered to pursue ambitious goals.	This will be achieved through initiatives such as inviting guest speakers from diverse professional backgrounds, organising visits to universities and workplaces and providing opportunities to participate in arts and cultural events. We will also work closely with families to promote the value of education and future opportunities.	
4	To promote equality of opportunity and address any attainment gaps for pupils from ethnic minority groups.	The school needs to ensure that all pupils, irrespective of their ethnicity, have the same chance to succeed academically and develop their full potential.	Ensure the curriculum reflects the diversity of the school population and wider society, celebrating different cultures and histories and challenging stereotypes. Provide targeted support for pupils with English as an Additional Language (EAL), including language development programs. Monitor the progress and attainment of pupils from different ethnic groups, identifying any disparities and implementing strategies to address them. Ensure racist incidents are effectively challenged and addressed with pupils	

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			and parents. Ensure that parents and carers from ethnic minority groups are actively included in school life and their children's education through providing information and workshops in accessible languages and formats.	
5	To increase the percentage of pupils with SEND achieving expected standards in core subjects.	We want to ensure equitable outcomes for all learners through our inclusive ethos.	Enhance targeted and personalised support, strengthen collaborative practice and professional development and Improve communication and partnership with families and external agencies. Consider SATs access arrangements for pupils on the SEN Register in Term 1.	

9. Monitoring Arrangements

This document will be reviewed and updated by the Headteacher every year.

10. Links with Other Policies and Protocols

This document links to the following:

- The School Curriculum
- Accessibility Plan
- Pupil Premium Register
- Assembly Overview