



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 updated September 2021).*

EQUALITY OBJECTIVES

Date of review: July 2022	Date of next review: July 2023
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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 cultures, traditions, faiths and history (12% of our pupils are from Non-White British backgrounds and 6% of pupils have English as an Additional Language)

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★ 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 Head of School

Our Link Governor will:

- Meet with senior leaders 3 x 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

The Designated Equality Team will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils

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- Raise and discuss any issues with Governors
- Support the Head of School 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
- 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

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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
- Supports transgender pupils
- Promotes cultural awareness

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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

OBJECTIVES	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective:
<p>1</p> <p>To ensure the school curriculum is broad and makes clear links to Equality and Diversity in order to provide children with the Cultural Capital needed to be successful in life</p>	<p>We believe that educating children about diversity is the key to ensuring respect and understanding of differences</p>	<p>Review the curriculum to ensure links are appropriate and opportunities are taken to promote equality and diversity</p> <p>Rename classes so that authors from a diverse range of faiths and backgrounds are included</p> <p>Audit the school libraries to ensure that there is a wide range of books/genres that promote equality and diversity. Any books with inappropriate language or stereotypes will be removed</p>	<p>The curriculum has been reviewed and links made with equality and diversity throughout. Weekly PDMs have an Equality and Diversity Bitesize section where updates can be shared if needed.</p> <p>All classes have been renamed to ensure there is a mix of male and female authors as well as authors from different ethnic backgrounds</p> <p>The libraries have been audited and new books ordered to promote both equality, diversity and respect..</p>
<p>2</p> <p>To Raise awareness and promote The Rights of a Child with pupils and parents</p>	<p>We believe that if pupils understand the rights of all children, this will promote a clear understanding of how each of them can meet their full potential</p>	<p>Provide a series of assemblies promoting the Rights of a Child</p> <p>Provide parents with an overview of The Rights of a Child</p>	<p>A series of assemblies was produced over a term to help children understand The Rights of a Child.</p>

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3	<p>To increase social and emotional skills for pupils with behavioural, emotional and social difficulties and promote the importance of well being</p>	<p>We believe that by removing barriers to learning, children achieve the most from their education</p>	<p>To develop a Thrive Team of experts within the school</p> <p>To ensure at least one member of staff is ELSA trained</p> <p>To ensure Play Therapy, A Mental Health Practitioner, Art Therapy, Pet Therapy, a Family Support Worker and a Counselling are available to all pupils who need it.</p> <p>To develop a Therapy Studio so that relevant support is available</p> <p>To develop a Well Being Team at school</p> <p>To work with Mental Health Practitioner to raise awareness of this key area</p>	<p>6 members of staff are currently undertaking Thrive Training.</p> <p>1 TA has qualified as an ELSA.</p> <p>These services are on offer to pupils with the addition of Drawing and Talking Therapy.</p> <p>The Sendak studios house Play Therapy, Counselling and Pet Therapy.</p> <p>A wellbeing team has been established.</p> <p>The AHoS has worked with the Mental health Nurses to raise awareness of key issues.</p>
4	<p>To ensure the attendance and attainment of disadvantaged pupils is in line with their peers and promote high aspirations with pupils and parents</p> <p>Children who are entitled to the Pupil Premium funding currently have a lower attendance rate than non Pupil Premium funded pupils.</p>	<p>National Data shows that children from disadvantaged backgrounds achieve less than their peers. We want to ensure that identified children have the best possible start to their education and any gaps in education are filled swiftly</p>	<p>Swift identification of disadvantaged pupils</p> <p>Employment of a designated Pupil Premium Officer to track the attendance and attainment of disadvantaged pupils</p> <p>Staff Training around support which can be offered to children from disadvantaged backgrounds</p> <p>A series of assemblies to promote careers aspirations and links to career development threaded through the curriculum.</p>	<p>Pupils are identified swiftly and a register is kept and undated weekly.</p> <p>INSET training is provided annually for adults in school to ensure support is given to PP pupils.</p> <p>Assemblies to promote Careers have been successful with pupils suggesting a wide range of aspirational careers. further Aspirations Days will be planned.</p>

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9. Monitoring Arrangements

This document will be reviewed and updated by the Head of School 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