

EQUALITIES INFORMATION AND OBJECTIVES 2023–2024

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Approval board:	Harrold Primary Academy Council
Date of approval:	March 2023
Review period:	Annual
Date of latest review:	April Term 2023
Next review date:	April Term 2024
Legislation or regulation:	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

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The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

1. **Eliminate unlawful discrimination, Harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

At Harrold Primary Academy, Governors and Staff are committed to ensuring equality of opportunity for all irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background in line with the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

Guiding principles

This Equalities Information and Objectives Plan for our school brings together policies and action plans for Race, Gender, Disability and other protected characteristics as outlined in the Equality Act 2010. The purpose of this Equality Plan is to set out how our practice will tackle discrimination, promote inclusive practice, remove barriers to inclusion and ensure that those in our community requiring extra support receive it. Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We have the highest expectations of all our children and staff

We interpret our duties positively; take the necessary actions and work hard to ensure a safe, positive and inclusive environment

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Equality Strand	Action	How will the impact of the action be monitored	Lead and other key players	Timescales	Annual Indicators red / amber / green rating
All	<p>Publish and promote the Equalities Action Plan through the school website, newsletter and staff meetings</p> <p>Share new plan with AC to agree in Autumn 23</p> <p>Share equality plan with all staff thereafter</p>	<p>Questions about parent awareness of Equality Policy and Action Plan in annual survey</p>	<p>Headteacher Senior Leadership Team</p>	<p>Questionnaire to be sent out 1st October 23rd</p> <p>Update plan based on responses from parents/carers 7th October 23</p> <p>AC approval at the Autumn Term meeting 12th October 23</p> <p>Plan uploaded onto the website</p> <p>Shared with Staff</p> <p>Parents informed.</p> <p>Regular monitoring with review each September thereafter</p>	<p>Staff are familiar with the principles of the Equalities Action Plan and use them when planning lessons/ creating classroom displays</p> <p>All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.</p> <p>Feedback and report to AC</p>
All	<p>To have equally high expectations of all children, encouraging them to achieve their highest standards.</p> <p>Monitor and analyse pupil progress and attainment by race, gender, SEND and disability and act on any trends or patterns in the data that require additional support for pupils</p>	<p>Data analysed by race, gender and SEND/disability</p> <p>Reports to AC</p> <p>Analysis and tracking of groups completed on a termly basis</p> <p>Act on any trends or patterns in data that require additional support through pupil progress meetings and intervention</p>	<p>Headteacher AC</p>	<p>Data analysed termly</p> <p>Termly tracking and analysis of data impacts of identification of achievement of groups</p> <p>Assessment milestones followed</p> <p>Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective termly monitoring and intervention.</p> <p>Monitoring of lessons and books, etc together with pupil conferencing each term</p>	<p>Analysis of teacher assessments / annual data and interventions planned demonstrates no significant difference/reduced gap between groups</p> <p>Pupil progress meetings identify interventions and support where required.</p> <p>Termly</p> <p>Learning walks</p> <p>Lesson observations</p>

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<p>All</p>	<p>Ensure that the curriculum and resources promote role models which pupils positively identify with, and which reflect the school’s diversity in terms of race, gender and disability</p> <p>To challenges homophobia, biphobia and transphobia</p> <p>For pupils having the opportunity to explore their own identity and traditions whilst also being given the chance to experience other cultures</p> <p>To challenge stereotypes and give pupils the understanding they need to recognise prejudice and help eliminate it</p> <p>To ensure that the curriculum includes the principle of race, gender, all other equalities and recognises and values diversity</p>	<p>Increase in pupils’ participation, aspirations, confidence and achievement levels</p> <p>Questionnaires to evaluate perceptions</p> <p>Book audit to ensure representation from all groups</p> <p>Assembly awareness</p> <p>Pupil voice reflects elimination of stereotypes.</p> <p>Children confidently talk about the uniqueness and value of all individuals and to celebrate diversity.</p> <p>Children do not judge from appearance or make assumptions about background, faith, gender, etc.</p>	<p>Headteacher SLT Subject leaders Class teachers</p>	<p>On-going as the curriculum is developed and embedded</p>	<p>Notable increase in participation and confidence of targeted groups</p> <p>More diversity reflected in school displays and materials for lessons across all year groups</p> <p>Library and classroom replenished with high quality texts addressing the range of issues</p> <p>Curriculum and educational resources offer unbiased materials</p> <p>The curriculum provides opportunities to explore differences and similarities</p> <p>Whole school monitoring cycle, PSHE Leader, Involvement in school life, learning walks and participation in super learning week.</p> <p>Diversity is threaded through our school teaching and learning all year.</p> <p>Children understand what diversity truly means and are able to see how diversity, and sometimes lack thereof, is reflected in world events.</p> <p>Training on Protected characteristics</p>
<p>All</p>	<p>Promote spiritual, moral, social and cultural development through assemblies with reference to equality and diversity</p>	<p>Assembly planning file PSHE</p>	<p>Headteacher Senior Leadership Class teachers</p>	<p>On-going</p>	<p>School community will be aware of and tolerant towards others’ culture, religion, race, life choices and disability</p>

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<p>All</p>	<p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity</p> <p>To ensure that signage around the school/buildings are helpful for all</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE</p> <p>Clearly signage for visitors and the school community are in place</p>	<p>Headteacher Subject leaders Class teachers</p> <p>Site Supervisor and HT</p>	<p>Reviewed termly by SLT and Subject Leaders</p> <p>Implemented by Summer 24 Reviewed annually</p>	<p>Diversity reflected in school displays across all year groups</p> <p>Class educational visits reflect this.</p> <p>Signage around and on the school buildings are helpful.</p>
<p>All</p>	<p>Ensure that information received is clear and in an appropriate format</p>	<p>Questionnaire to parents and carers</p> <p>Communication in formats that are easily accessible for parents</p> <p>Time slots offered for parents/carers who may need further support understanding official reports such as ECHP’s or Early Help assessments.</p>	<p>Office staff Head teacher</p>	<p>Ongoing</p> <p>Reviewed Spring 1 24 Summer 1 24</p>	<p>Outcome of responses from parents at the end of each term.</p>
<p>All</p>	<p>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 (by election), play leaders, representing the school at events, class assemblies, fundraising etc.</p>	<p>Representation and increase in diverse pupil participation, confidence and positive identity</p>	<p>Headteacher Senior Leadership Team</p>	<p>On-going</p>	<p>Diversity in membership</p>

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All	Ensure extended school activities such as after-school activity clubs, take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socioeconomic status	Increase in pupil participation, confidence and positive identity	Headteacher Senior Leadership Team	On-going termly report from Clubs CoOrdinator	Diversity in membership School building meets all disabled stakeholders' needs
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Race Equality Policy Report the figures to the Academic Council on a termly basis Ensure all pupils are aware of school's ethos of respecting difference and their role in dealing with racist bullying	The Headteacher / Academic Council will use the data to assess the impact of the school's response to incidents i.e. has the whole school approach led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? Positive Safeguarding audits	Headteacher / Academic Council	Headteacher termly reports to governors	All staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Academic Council
Homophobic Bullying	To identify the causes and nature of homophobic incidents to eliminate discrimination and harassment Ensure all staff receive homophobic bullying training Include as part of induction programme for all new staff appointed Identify, respond and report homophobic incidents	The Headteacher / Academic Council will use the data to assess the impact of the school's response to incidents i.e. have whole school approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher Governing body	All staff have received homophobic bullying training (Autumn Term (2) 2023) New staff to receive training as they arrive in school Headteacher termly reports to governors	All staff are aware of and respond to homophobic incidents; staff are confident to tackle incidents of homophobic language and bullying Consistent nil reporting is challenged by the AC Staff Training on Protective Characteristics

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	<p>Ensure all pupils are aware of school’s ethos of respecting difference and their role in dealing with homophobic bullying</p>				
	<p>Ensure that the curriculum promotes different types of families</p> <p>Prevent homophobic language and bullying</p> <p>Promote role models that pupils positively identify with, which reflect the school’s diversity in terms of race, gender and disability</p>	<p>Books and resources reflect the diversity of different types of families</p> <p>PSHE and SMSC Curriculum</p> <p>Pupil voice - School Council</p>	<p>Headteacher</p> <p>Subject leaders</p>	<p>Ongoing</p>	<p>Pupils are aware homophobic bullying is not acceptable</p> <p>Number of incidents of homophobic bullying are few</p>
Extremism	<p>Ensure all staff and AC are aware of extremism and radicalisation and how it can affect pupils</p> <p>Include information in staff induction</p> <p>Protect pupils from extremist views, including religious extremist views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures</p> <p>Assemblies and PSHE lessons</p>	<p>Increase in staff awareness and confidence</p> <p>Pupil voice</p> <p>All staff complete Prevent online training programme</p>	<p>Headteacher</p> <p>Senior Leadership Team</p>	<p>Prevent Training for staff (Annual requirement)</p> <p>Staff and ACT training</p> <p>On-going</p>	<p>All staff are aware of indicators of radicalisation and extremism and follow the guidelines when issues arise</p> <p>Pupils encouraged to and feel confident to share views and be tolerant of each other</p> <p>All staff to monitor and identify any areas of concern</p>

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Disability Equality Duty	<p>To ensure that our school building removes all known barriers to accessibility for disabled learners and staff</p> <p>Equal opportunities are given to all children in all areas of the curriculum and additional opportunities. Access to school is available for all abilities and disabilities</p>	<p>To maintain a dialogue with stakeholders to ensure that these needs are met</p> <p>All school events have pupils from all groups participating, with monitoring of groups where there is less take up. All school councils include all backgrounds and abilities and promote a shared pupil voice</p>	<p>Headteacher</p> <p>SLT</p>	<p>On-going</p>	<p>The building meets all disabled stakeholders' needs.</p> <p>Parent Forum – working with parents in ensuring that practice is in place for all disabled stakeholder needs</p>
Community Cohesion	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New Year, Christmas</p>	<p>Pupil voice</p> <p>Classroom display</p>	<p>PSHE and RE Subject Leaders</p> <p>Class teachers</p>	<p>On-going</p>	<p>Increased awareness of different communities</p> <p>Variety of visitors opportunities are planned for children in school</p>
	<p>Invite a range of visitors to the school</p>	<p>Pupil voice</p> <p>Class teacher extension of learning from visitors in terms of their religions and beliefs</p>	<p>RE/PSHE/SCSM lead</p> <p>Class teachers</p>	<p>Spring Term 24</p>	<p>Pupils speaking positively about visitors and tying this to national and local stories and experiences</p>
	<p>More opportunities to work with other schools in the local area and the Trust</p>	<p>Through the outcome of various shared projects. E.g leading up to Faith Tour in February 24.</p>	<p>Class teachers</p>	<p>Autumn Term 2 2023</p>	<p>Children from the local are and across the Trust visiting the school and working on shared projects.</p> <p>Shared Performances</p> <p>Inter-school activities organised and held at schools, lead by children and class teachers.</p>
	<p>Provide opportunities to communicate with other schools in other parts of the world.</p>	<p>Classes begin to investigate 'pen pals' opportunity that link with topics studies.</p> <p>Children aware of and able to speak confidentially about other races, religions, beliefs, etc from around the world.</p>			<p>Staff are able to make these connections. Children excited and more knowledgeable about differences and similarities.</p> <p>Tolerance, respect and sensitive curiosity used to guide conversations between children and classes.</p>

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		The use of ICT lessons to find ways to communicate more freely with schools in other parts of the world.			
	Promote shared values and awareness of human rights and how to apply and defend them through teaching the pupils about Children’s Rights & Responsibilities	AC will conduct learning conversations with pupils Assembly’s and through PSHE and SMSC curriculum	Headteacher Senior Leadership Team Class teachers	On-going assemblies AC learning conversation On-going annually	Pupils know and understand Children’s Rights & Responsibilities
Pupil Premium pupils	Track pupils, plan effective quality first teaching, introduce specific interventions, enrich curriculum through visits/visitors and experiences	Tracking data, Intervention summaries Pupil premium trackers case studies Pupil Voice	Head teacher SENCO SLT	On-going	Pupil premium pupils’ performance is in line with national expectations
SEN pupils	Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN statement/EHCP and their peers. Track children. Plan effective quality first teaching. Staff training into effective teaching of SEN children. Provide intervention/resources	Tracking Data, IEP Intervention case studies	Head teacher SENCO SLT	On-going	SEN pupil’s performance is in line with national expectations