

## Equalities Information and Objectives 2023-2024

<b>Version:</b>	Histon and Impington Park Primary School
<b>Author:</b>	Lisa Moule
<b>Approval board:</b>	Academy Council
<b>Date of approval:</b>	January 2024
<b>Review period:</b>	Annual
<b>Date of latest review:</b>	January 2024
<b>Next review date:</b>	January 2025
<b>Legislation or regulation:</b>	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

## Equalities information

**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** - remove or minimise 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** - take 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** - encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups.
- Analysed our effectiveness in terms of equality.

### 1. SUMMARY OF OUR EQUALITIES EVIDENCE

Protected Characteristic	Evidence	Source
<b>In relation to RACE the evidence we hold tells us:</b>	<ul style="list-style-type: none"> <li>The majority of pupils and families in our school are from white British backgrounds however approximately 30% of our school population come from a range of different racial and/or cultural background. We have 27 different first languages spoken at our school.</li> <li>Racist incident forms and procedures are in place. All racist incidents are recorded and dealt with in line with our school policies. We use the PRfE (Prejudicial Reporting for Education) reporting tool to log any incidents.</li> <li>Observed behaviour in our school shows respect and tolerance for people of all races amongst children. This is modelled by all adults.</li> <li>All children regardless of race are offered and involved in after school activities.</li> <li>PSHE sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all children's race backgrounds and celebrate diversity and difference worldwide.</li> <li>Our curriculum covers different races and cultures. Due respect and interest are given to the cultures within our school.</li> <li>Programme of weekly Assembly themes reflect diversity and global themes, tolerance and respect.</li> </ul>	Internal school context data Pupil Asset  PRfE Internal records  Observations  PSHE Curriculum  RE and wider Curriculum  Assembly themes
<b>In relation to DISABILITY the evidence we hold tells us:</b>	<ul style="list-style-type: none"> <li>Children with physical disabilities take part in all aspects of school life and effectively adapted learning opportunities to allow them to succeed and progress in line with expectations from their starting points.</li> <li>The school has an effective inclusion process as outlined in the SEND policy and information report.</li> <li>The school has an accessibility plan.</li> <li>Children are encouraged to play games and include others which are accessible to all including those with mobility or learning difficulties.</li> <li>Any prejudicial related incidents are followed up and recorded on PRfE.</li> </ul>	Internal data  Relevant school policies

<b>In relation to SEX the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>Pupil progress meetings and analysis of data are used to identify and take any action needed to narrow the gap between the attainment of boys and girls.</li> <li>The resources available for the children are of interest to boys and girls.</li> <li>Children work in both mixed and single gender groupings.</li> <li>Any prejudicial related incidents are followed up and recorded on PRfE.</li> <li>Male and female staff are employed at the academy; adverts welcome applications from any gender.</li> </ul>	<p>Internal data</p> <p>Equipment orders</p> <p>Recruitment documentation</p>
<b>In relation to GENDER REASSIGNMENT, the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>The Recruitment Policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follow.</li> <li>No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised.</li> </ul>	Trust policies
<b>In relation to PREGNANCY AND MATERNITY, the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>We give staff on maternity leave or who are pregnant the same rights as other staff and include them in relevant academy information during leave.</li> <li>Trust policies include flexibility in staff's absence in view of childcare and parenting emergencies.</li> </ul>	Pay and conditions
<b>In relation to AGE, the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>Staff range in age from 22 to over 60.</li> <li>We follow the Trust recruitment policy and Equality and Diversity policies.</li> <li>We use the EPM portal, TES and local sources of advertising for posts.</li> <li>The school returns the relevant monitoring forms.</li> </ul>	<p>Employment records</p> <p>Recruitment Policy</p> <p>Equality and diversity Policy</p>
<b>In relation to RELIGION AND BELIEF, the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>The school welcomes children and families of all religions equally.</li> <li>The school does not hold performance data on groups of religious nature.</li> <li>Through the RE curriculum and collective worship, the school offers opportunities for children to discuss the diversity of beliefs, peoples' rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions.</li> <li>All children and staff are given equal value independent of their personal belief or religion.</li> <li>Due regard and mention are given to celebration days and events of different religions.</li> <li>Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.</li> <li>Where religious beliefs can be supported in the academy they are, for example the inclusion of tracksuits and trousers within the uniform. The uniform supplier is able, on request, to provide hijabs and head scarves in line with the Trust policy.</li> <li>Any prejudicial related incidents are followed up and recorded on PRfE.</li> </ul>	<p>Admissions guidance</p> <p>The curriculum Assemblies</p> <p>Uniform</p> <p>PRfE</p>
<b>In relation to SEXUAL ORIENTATION, the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>No data about the sexual orientation of staff or parents/carers is collected in the school therefore there is no potential for victimisation.</li> <li>Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations.</li> <li>Children are taught the differences between the sexes and that some people are of different sexual orientations to others and that that is acceptable in our society. Displays in school reflect this.</li> <li>Any prejudicial related incidents are followed up and recorded on PRfE.</li> </ul>	<p>Admin procedures</p> <p>PSHE Curriculum</p> <p>PRfE</p>
<b>In relation to MARRIAGE AND CIVIL PARTNERSHIP, the evidence we have tells us:</b>	<ul style="list-style-type: none"> <li>We have a range of different partnerships within the staff and all are respected for their own arrangements.</li> <li>Through the PSHE curriculum and class discussions, children are taught that there are different family units and difference is a good thing.</li> </ul>	PSHE Curriculum

## 2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

Protected Characteristic	Evidence	Source
<b>In relation to all protected characteristics, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>All Trust employment vacancies adverts are aimed at all - there are no restrictions given on any of the protected characteristics.</li> <li>Interview questions are carefully worded and the same for all candidates.</li> <li>The school follows the Trust harassment policy to protect all groups and protected characteristics.</li> <li>The school follows the Trust grievance and complaints policies which are carried out by relevant personnel to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge if required.</li> <li>All policies are consulted on and shared with all staff, parents/carers, members of school governance and where relevant children, during reviews and writing.</li> <li>All children, regardless of any characteristic, have equal access to relevant support to help them achieve.</li> <li>Questionnaires to relevant stakeholders ask for views on inclusion and equality of opportunity annually.</li> <li>Exit interviews and staff surveys are carried out regularly.</li> </ul>	Recruitment and retention policy  Trust policies        Questionnaire Responses
<b>In relation to RACE, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>Varied methods of communication are used to ensure all parents/carers can access information in a useable form.</li> <li>Attendance is tracked for different groups of children and issues identified. The school works hard to engage with hard to reach families to ensure they understand the legal requirements of school attendance as well as to offer support with overcoming any barriers that may prevent attendance.</li> <li>Theme work promotes and celebrates different race origins and draws on children's own backgrounds or local residents' backgrounds and experiences in a positive way.</li> </ul>	Newsletters MIS  Attendance data    Curriculum
<b>In relation to DISABILITY, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>The school's SENDCo/ Inclusion lead supports any children with a disability.</li> <li>Staff liaise with relevant parents/carers through consultation meetings to ensure that a child's changing needs are discussed and met.</li> <li>The school's SENDCo holds a Parents' Evening for which any parent can book an appointment.</li> </ul>	SENDCo Consultation meetings
<b>In relation to SEX, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>There is a balance of gender on the School Council and other groups to represent the view of the children in the school.</li> <li>There is a representation of different gender role models for the children on the staff. Where necessary, external support is sought to provide key messages appropriate to different groups of pupils.</li> </ul>	School Council
<b>In relation to GENDER REASSIGNMENT, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>Staff respond as appropriate to individuals on a case by case basis ensuring support is provided when needed and that there is no negative discrimination.</li> </ul>	
<b>In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>Staff on maternity/paternity leave are sent relevant information whilst on leave.</li> </ul>	Emails
<b>In relation to AGE, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>All individuals are treated equally, regardless of age.</li> </ul>	
<b>In relation to RELIGION AND BELIEF, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>Children of all religions are treated equally and all religions are respected in the school.</li> <li>Parents/carers are consulted on any issues that they may have views on due to their religion to ensure that we do not discriminate against any child on the grounds of religion.</li> </ul>	
<b>In relation to SEXUAL ORIENTATION, our</b>	<ul style="list-style-type: none"> <li>All individuals are treated equally, regardless of their sexual orientation.</li> </ul>	

<b>self-evaluation tells us:</b>		
<b>In relation to MARRIAGE AND CIVIL PARTNERSHIP, our self-evaluation tells us:</b>	<ul style="list-style-type: none"> <li>All individuals are treated equally, regardless of their marital status.</li> </ul>	

**3.SUMMARY OF OUR EQUALITY ANALYSIS (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)**

Protected Characteristic	Judgement	
<b>In relation to all the protected characteristics, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at eliminating unlawful discrimination, harassment and victimisation because we implement the relevant policies which ensure people treat each other with respect and everyone is valued. We take any incidents of discrimination from children, staff or any members of the community very seriously in accordance with our policies and record these for future reference.</li> <li>We are good at fostering good relations between people who share a protected characteristic through our ethos of creating strong relationships, friendships and support between everyone in our school. Our school is an environment where acceptance and celebration and inclusion of difference is the norm by staff and children.</li> </ul>	Policies Values and ethos
<b>In relation to RACE, our judgement is:</b>	<ul style="list-style-type: none"> <li>Although at present different races represented within the school are a minority, we work hard to ensure all children get on well together.</li> <li>We are good at advancing equality of opportunity because children of all races engage in activities and make progress.</li> </ul>	Curriculum Assemblies Behaviour records
<b>In relation to DISABILITY, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at advancing equality of opportunity because we have relevant policies in place which ensure all children to have relevant support to manage their disability enabling them to access the curriculum with appropriate provision to help them make progress. Staff all have equal opportunities and access to professional development.</li> </ul>	SEND provision Accessibility Plan
<b>In relation to SEX, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at eliminating unlawful discrimination, harassment and victimisation because our data shows no evidence of ongoing gender imbalance in achievement or progress. Data is analysed to ensure all genders make good progress and steps are taken swiftly to address any imbalance.</li> <li>We are good at advancing equality of opportunity because we have ongoing provision to ensure we engage all genders and trends of difference of achievement are addressed during Pupil Progress.</li> <li>Teachers think careful about the language that they use and how they communicate with the children to avoid informal unconscious stereotyping of gender in their language.</li> </ul>	Curriculum Behaviour records Data analysis
<b>In relation to GENDER REASSIGNMENT, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at ensuring children develop an understanding of different types of family units, gender identity and sexuality exist and that these are respected and accepted in the same way as our own personal gender, with no stereotyping of girls/boys.</li> <li>We are good at advancing equality of opportunity because all children and staff are given equal opportunities regardless of their preferred areas of interest.</li> <li>We are good at fostering good relations between people who share a protected characteristic and those who do not because children are included and their contribution valued regardless of their sexuality in a range of different activities.</li> </ul>	Curriculum School ethos and values
<b>In relation to PREGNANCY AND MATERNITY, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at supporting individuals through their pregnancy and maternity leave to ensure they are looked after and continue to feel part of the school community.</li> </ul>	

<b>In relation to AGE, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at advancing equality of opportunity because our range of ages employed and catered for is extensive and does not influence who gets access to training and development.</li> </ul>	Policy
<b>In relation to RELIGION AND BELIEF, our judgement is:</b>	<ul style="list-style-type: none"> <li>We encourage children to reflect on their own and others' beliefs and develop respect and understanding of different views through open discussion. All religions are celebrated and respected by staff and children.</li> <li>We adjust provision to ensure that parents/carers and children of different religious beliefs and customs can access consultations and other school meetings and clubs.</li> <li>We welcome people of all religions and beliefs equally.</li> </ul>	Curriculum
<b>In relation to SEXUAL ORIENTATION, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at advancing equality of opportunity because we have relevant policies and schemes of work in place which promote acceptance and celebration of difference and different family units.</li> </ul>	Curriculum
<b>In relation to MARRIAGE AND CIVIL PARTNERSHIP, our judgement is:</b>	<ul style="list-style-type: none"> <li>We are good at advancing equality of opportunity because we have relevant policies and schemes of work in place which promote acceptance and celebration of difference and different family units.</li> </ul>	Curriculum



## Histon and Impington Park Primary School Equalities Objectives and Action Plan

January 2024

Objective	Which protected group will this most influence	How will we know we have achieved the objective?	Personnel	Actions	RAG Rating	Annual Evaluation
To ensure that the new Worldviews curriculum is skilfully implemented so that all children understand how to respect their own and others' worldviews.	Religion and belief	<p>No discriminatory incidents related to religion and belief will occur.</p> <p>Children will be able to confidently articulate their own worldview in relation to different themes, such as creation.</p> <p>Children will be able to respect the worldviews of others, whether that is religious or non-religious.</p>	<p>Teaching staff</p> <p>Worldview subject leader</p>	<p>Worldviews curriculum robustly implemented across the school. (monitored termly by World Views leader)</p> <p>Impact of the new curriculum assessed by the subject leader, through book scrutiny and pupil voice survey. (See World Views SDP and termly monitoring)</p> <p>Continued assembly programme based around religious festivals and world views. (Planned on termly basis)</p>		



To ensure a fair representation of all nine protected characteristics in all aspects of school life.	All groups	End of year audit shows fair representation has been achieved during the year	All staff	<p>Audit of current resources (Spring 2024)</p> <p>Pupil voice gathered – through School Council (Summer 2024)</p> <p>Staff to ensure representation through books, resources used, displays around school. (Ongoing)</p> <p>Staff to ensure demographic of class reflected in class life through the school year (Ongoing_</p>		
To refresh staff knowledge of the Equalities Duty	All	All staff will have accessed CPD training to ensure they have understood key messages regarding equality	<p>Headteacher</p> <p>HR Officer</p> <p>All staff</p>	Staff meeting planned to review Equality and Diversity to support staff understanding and application in the school (Summer 2024)		