



# Penketh Primary School

## Equality Information and Objectives Statement

September 2022

Our school makes all members of our community feel welcome and valued. Our vision and values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Our equalities statement is guided by some core principles:

## 1. Core principles

Our school aims to meet its obligations under the public sector equality duty by having due regard to 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 recognise and **respect** difference
- We show understanding, compassion and care to all
- We foster positive attitudes and relationships and a shared sense of community and belonging
- We observe good practice in recruitment, retention and staff development
- We aim to reduce and challenge barriers to equality that already exists.

## 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](#).

In line with the PSED (Public Sector Equality Duty) of the Equality Act 2010 we publish the following data:

<b>Characteristic</b>	<b>Breakdown</b>
Number of pupils	49% male 51% female
Number of staff	15% male 85% female
Number of governors	10 - 40% male 60% Female
Religion	None denominational school
Attainment on entry	Approximately 40% of children enter in line with the national expectations in Reading, Writing and Maths from a catchment which extends beyond Penketh from a number of different private nurseries. Due to the impact of Covid, this is significantly lower in 2021- 2022
Pupil Mobility	<p>11% (23) of the current NOR joined during the last academic year 2020-2021.</p> <p>1% (2) of the current NOR joined the school during the academic year 2019-2020.</p> <p>1% (2) of the current NOR joined the school in September 2018-2019 (excluding Reception).</p> <p>1% (2) children left the school in the last academic year as they moved out of the area.</p>
Free School Meals	10.1%
Eligible for Pupil Premium	14%
Ethnicity	<p>86% White British</p> <p>2% Other White</p> <p>0.5% Indian</p> <p>5% Chinese</p> <p>1.5% Pakistani</p> <p>2% Asian</p> <p>3% other ethnic groups combined</p>
English as an additional language	5%
Special Educational Needs	13%

Average attendance rate	96.3% (in 2020-2021)
Awards , accreditations, recognitions	School Games Silver Award, Wise Up Award, Stonewall Silver Champion Committed to Inclusion Mark

### 3. Roles and responsibilities

#### The governing board 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.

#### The equality link governor is Mrs Katie Hinds. They will:

- Meet with the designated member of staff for equality termly, 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

#### The Headteacher 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 member of staff for equality is Miss Rowland and she will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to 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 include 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 school aims 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 particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extra- curricular activities)

## 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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 tensions 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps 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

We actively consider 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.

## 8. Equality objectives

**Objective 1:** Educating pupils on prejudice-related bullying and the use of derogatory language

Why we have chosen this objective:

- To ensure all our pupils are aware of the damage prejudice- related bullying and use of derogatory language can have, and to educate on what this is in age appropriate and developmentally appropriate level. Following guidance from KCSIE 2021

To achieve this objective we plan to:

- Teach objective through PSHE and RHE curriculum
- Make prejudice- related bullying and use of derogatory language a focus for anti-bullying themes and assemblies
- Survey pupils and staff at beginning and end to ensure pupils and staff's knowledge and awareness has improved – confidence to challenge
- Ensure all incidents are accurately logged and parents/carers informed and followed up upon following our Anti Bullying and behaviour policy
- By July 2022, 90% of staff will feel confident in responding effectively to prejudice related bullying – survey and pupils will show greater understanding of what prejudice related bullying and using derogatory language is

Progress we are making towards this objective:

- This will be updated Dec 21, April 22 and July 22

**Objective 2:** *Encouraging pupils to consider non stereotyped career options.*

Why we have chosen this objective:

- To widen our pupils perspective of career opportunities and challenge gender stereotypes

To achieve this objective we plan to ensure:

- Summer term have a careers day specifically challenging gender stereotypes
- Through curriculum ensure gender diversity challenges gender stereotypes in professionals we present to pupils
- Survey pupils at beginning on types of careers and repeat survey at the end.

- Establish pupils baseline understanding and perception of career aspiration and repeat Progress we are making towards this objective:

- This will be updated Dec 21, April 22 and July 22

**Objective 3:** *Improving knowledge skills and attitudes to enable pupils to appreciate and value difference and diversity e.g. increasing understanding between pupils from different cultures and communities*

Why we have chosen this objective:

- Penketh has changed its demographic with an increase in children with English as an additional language from a range of cultures, ethnicity and communities. We want all children to celebrate, understand and respect difference and diversity

To achieve this objective we plan to:

- Promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities (See SMSC Annual Planner). We aim to meet this objective with particular reference to issues of equality and diversity
- Nurture an acceptance that other people having different cultures, faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour through school policies (School expectations, Anti Bullying Policy), Collective Worship, display, RE, PSHE etc.
- Enforce an understanding of the importance of identifying and celebrating diversity and difference through our SMSC curriculum (
- Reduce prejudice and increase understanding of equality through direct teaching across the curriculum, fundraising, active School Council etc.
- Promote cultural development and understanding through a rich range of experience, both in and beyond the school
- Pupil questionnaires at the beginning and end to reflect changes from baseline
- To ensure rights-respecting values underpin leadership and management, the whole school community learns about the Unicef Convention for the Rights for the Child, the school has a rights-respecting ethos and children are empowered to become active citizens and learners to enable the school
- Achieve the first step on the Rights Respecting School Award.

Progress we are making towards this objective:

- This will be updated Dec 21, April 22 and July 22

## 9. Monitoring arrangements

The Headteacher and Deputy Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Headteacher and Local Governing Committee at least every 4 years.

This document will be approved by the Local Governing Committee

## 10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- SEND Policy
- SMSC and PSHE Policy
- RE Policy