



Deepdale Community Primary School. Single Equalities policy. 2022/2026.



Aims of the policy

Our school aims to meet its obligation 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 relationships across all characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard for advancing equality involves

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- At Deepdale Community Primary School, we are committed to ensuring the equality of education and opportunity for all pupils, staff, governors, visitors, students, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.
- We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. The achievement of pupils will be monitored and analysed by race, gender, free school meals and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.
- At Deepdale Community Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1. School in context.

Deepdale Community Primary school is a happy, vibrant and successful community school offering early years and primary education to children aged 3-11 years. The school was built in 1909-1913 and is situated near to Moor Park and Preston North End Football Ground. The school is at the heart of the local community, it is popular with parents and has been for at least two generations. There are currently 667 children on roll-with a 51% female dominance across the school. We serve a community that is multi-cultural but predominantly of Asian heritage (around 75%) and have currently 28 different languages spoken by children from many different nationalities. On entry, the profile of our pupils is that they begin school with skills below those that might be expected for their age, although there is a broad mix in most cohorts, with some pupil's achievements at a level above that which could be

expected. We have a number of pupils with known disabilities – as documented on the SEN register. School is physically accessible, and the accessibility plan was drawn up by a team involving parents and governors. Children in Care are well looked after in school and (whilst the 'group' is too small to have meaningful data analysis) make good progress. Carers are welcomed into school, and we have an open relationship with all groups of parents and carers.

2. Legislation and guidance.

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

3. Roles and responsibilities.

At Deepdale Community Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.

There is an *openness* of atmosphere which welcomes EVERYONE to the school

All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions

All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

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 the Chair of Governors. They will:

- Meet with the designated member of staff for equality 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.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

4. Eliminating Discrimination.

At Deepdale Community Primary School, we recognise that all members of the school and our wider community are of equal value. 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 year.

The Headteacher is responsible for monitoring equality issues, aided by our 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.

- 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 societies)
- In fulfilling this aspect of the duty, the school will:
 - Publish attainment data each academic year showing how pupils with different characteristics are performing.
 - 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 our own pupils.

6. Fostering Good Relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim 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. Publicising the Policy and Plan.

The Policy is a public document which will be made available via the school website and/or paper copy from the school office. We will also post this information onto our School Newsletter so that all members of the community are aware that the document exists and are able to access it easily.

8. Equality Objectives.

At Deepdale Community Primary School equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential -irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. Our equality objectives are based on the priorities in the School Improvement Plan and are as follows:

Objective 1- To provide staff in the Early Years with appropriate training so that they have the necessary expertise to meet the needs of children with SEND effectively.

Objective 2- To ensure that the curriculum in Early Years prepares children well for the next stage of their education.

9. Monitoring Arrangements.

Deepdale Community Primary School is a fully inclusive school, working towards greater equality in the whole school community. We use a creative curriculum and a range of teaching strategies to enhance the self-esteem of all those that we serve and to provide a learning environment in which every individual is encouraged to reach their potential.

We collect and analyse a range of equality information for our pupils, including:

Academic performance of a wide range of groups, such as FSM, Boys, Girls, summer born children, ethnic heritage, children with SEND, able and talented.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to other schools, and to all schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- *Attendance*
- *Exclusions and truancy*

- *Racism, disablism, sexism, homophobia, and all forms of bullying*
- *Parental involvement*
- *Participation in Extended Learning Opportunities.*

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Deepdale Community Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimization. We aim to recruit an appropriate qualified workforce who share our aims and vision and that is representative of all sections of the community in order to respect and respond to diverse needs of our population. When recruiting staff, we collect data in terms of race, disability and gender, this information is confidential and would follow procedures set out in our data protection policy.

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

10. Considering Equalities in Decision Making.

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.