



# Equality and Diversity Policy

## Spring 2025

**Name of School: Southglade Primary and Nursery School**

**Date adopted by Governing Body: 27.02.2025**

**Date of next review: 27.02.2027**

**Signed**

**Chair of Governing Body:**



**Headteacher: *A. Thomas***

## 1. Introduction

- 1.1 At Southglade Primary and Nursery School we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
  - 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
  - 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
  - 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
  - 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
  - 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
  - 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
  - 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

## 2. The Equality Act 2010

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several ‘**protected characteristics**’. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age**.
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties**.
- 2.3 The **Public Sector Equality Duty** requires schools to:
- Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between different groups
  - Foster good relations between different groups.
- 2.4 The Act also has two **specific duties**.
- Schools publish information to show compliance with the Equality Duty. This can be found on our school website at <https://www.southgladeprimary.co.uk/equality/>
  - Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE’s document entitled [Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law](#).

## 3. Meeting the Public Sector Equality Duty

- 3.1 It is expected that schools will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four-year cycle.
- 3.2 Schools can obtain further support and information from the City Council’s Equality and Employability Team by emailing them at [equalities@nottinghamcity.gov.uk](mailto:equalities@nottinghamcity.gov.uk).
- 3.3 Schools should address the following points when considering their objectives and actions:
- 3.3.1 **What we are doing to eliminate discrimination, harassment and victimisation**
- We take account of issues of equality in relation to admissions and exclusions.
  - We work towards ensuring that reasonable adjustments are made for disabled people
  - We actively promote equality and diversity through the curriculum
  - We work towards creating an environment that champions respect for all.
  - We ensure that staff employment, training and promotion is based on principles of equality.
  - We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.
- 3.3.2 **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.

### 3.3.3 What we are doing to foster good relations

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other
- We are a UN Rights Respecting School

## 3.4 Meeting the specific duties

### 3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

### 3.4.2 What we are doing re: Equality Objectives

- Our objectives for **2025-2027** are:
- **To eliminate discrimination, harassment and victimisation** we will continue to ensure that our behaviour policy does not impact negatively on equalities groups
- **To advance equality of opportunity between different groups** by refining the way we collect and analyse data around the curriculum and assessment frameworks, particularly around specific groups eg disadvantaged pupils and pupils with EAL
- **To foster good relations**, we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others
- We will publish these objectives within our policy with copies available on request.

### 3.4.3 Consultation

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.

## 4. Roles and Responsibilities

### 4.1 Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

### 4.2 Headteacher and Leadership Team

The Headteacher and Senior Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

#### **4.3 Teaching and support staff**

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language

#### **4.4 Breaches**

Breaches will be managed by the Headteacher and Governing body

#### **4.5 Monitoring and Evaluation**

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

**Review date Spring 2027**

Signed: Chair of Governor:  
Headteacher



*A. Thomas*

**Date: 27.02.2025**

## Action Plan

**Equality Objective No. 1**  
**To ensure the school's behaviour policy does not impact negatively on equalities groups**

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> <li>• Reduction in lunchtime behaviour incidents</li> <li>• Risk assessments and support strategies are put in place to reduce the number of incidents in key groups of pupils eg SEND and white British boys</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of lunchtime behaviour figures indicates no specific groups are disproportionately represented.</li> <li>• White British Boys and pupils with SEND are not over-represented in behaviour incident data</li> </ul>

Activity	Lead	Progress Milestones
Continue to use BIO (By Invitation Only) Club as a strategy for children who struggle to manage their behaviour during the lunchtime period	SLT Julia McCarthy	Monitor children accessing BIO Club and a reduction in the number of lunchtime incidents they are involved in.
Reintroduce play leaders and peer mediators at lunchtimes and Wellbeing Ambassadors	SLT Julia McCarthy Katie Morton	Reduction in playground behaviour incidents Increase in the number of pupils engaging in positive play activities
Evaluate and implement a SLT lunchtime rota for Reflection, Dining Hall and playground	SLT	Increase in SLT presence across the lunch period Reduction in behaviour incidents

## Equality Objective No. 2

To advance equality of opportunity between different groups by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups eg disadvantaged pupils.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> <li>Pupils from all groups attain well and make at least expected progress from their individual starting points</li> <li>Outcomes for disadvantaged pupils match or exceed other pupils nationally</li> <li>Pupils individual needs are addressed, particularly those most vulnerable including disadvantaged, SEND, LAC</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of outcomes for all identified vulnerable groups in each year group including disadvantaged, EAL, WBB and SEND</li> <li>Outcomes measured against national outcomes for disadvantaged pupils at the end of Foundation Stage, KS1 and KS2</li> <li>Progress for SEND pupils working below their key Stage</li> </ul>

Activity	Lead	Progress Milestones
Monitor pupil outcomes across the school and alert individual teachers, year groups and school leaders where potential under-performance is identified	Kevin Pegram and SLT	Pupil Progress meetings HT report to governors Assessment data three times a year
To monitor and analyse pupil achievement by race, gender, disability and any other vulnerable groups identified	Kevin Pegram SLT	Pupil achievement and/or progress for equality groups and identified vulnerable groups is in line with national
Review pupil cohorts and explore options of more effective use of support staff to increase their capacity and develop the independence of pupils with SEND	Fern Griffiths SLT	Effective deployment of TAs to meet the needs of pupil cohorts  Redistribution of SNAs to reflect the needs of SEND pupils
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	SLT Dianne Finnie (FSW)	Sports competitions After school clubs Monitor the groups of pupils who take part to ensure all groups are represented

**Equality Objective No. 3**

**To foster good relations**, we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others

OUTCOMES	MEASURED BY
Variety of opportunities for pupils to learn about different traditions and cultures are woven throughout the curriculum	Participation in a full range of activities and cultural events  Implementation of calendar of events

Activity	Lead	Progress Milestones
To celebrate cultural events throughout the year through EAL afternoons, Diversity day and RE celebration days to increase pupil awareness and understanding of different communities	Christine Brierley Katie Morton Abigail Short SLT	Programme of assemblies Different religious festivals and events celebrated. EAL afternoons Visitors from different ethnicity groups to enhance the curriculum and broaden the children's understanding of the local and global community.
Introduce and establish 'My Voice Matters' pupil groups to capture pupil voice and ideas on how to promote inclusion and diversity across school	Julia McCarthy SLT	Pupil wellbeing survey results. Pupil ownership and contribution to school events / celebrations
Promote diversity through a rich and varied curriculum and class texts	Curriculum leads SLT	Evident in progression ladders and planning Diversity is woven and embedded throughout the curriculum and culture of Southglade; it is not viewed as a 'token' lesson