



Southfields Primary School

Equality Information and Objectives Policy including Equality of Opportunity

Statutory Policy approved by the Headteacher on behalf of the Governing Body

Date agreed: 15th January 2025

Review Date: January 2029 (Equality Information (Appendix 1) review date January 2026)

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as:

- Ensure that all children are taught to communicate well in a variety of different ways.
- Ensure that all children access an exciting, innovative curriculum with clear implementation which results in automaticity of knowledge which can be applied well.
- Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Provide a differentiated curriculum which will enable all children, from the most-able to those with special educational needs, to make outstanding progress.
- To enable our children to develop life skills, for an ever changing world by continually evolving the curriculum.
- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens who have a good understanding of British values.
- Encourage partnership with families which foster positive links with the community.
- Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.

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](#).

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

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

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 that 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 data referenced above 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

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered 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. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and sexual orientation

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our Mission (Aims and Objectives)

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their age, sex, race, colour, religion, sexual orientation, nationality, ethnic or national origins.
- We promote the principles of fairness and justice for all through the education that we provide in our school. We challenge stereotyping and prejudice whenever it occurs and we celebrate the cultural diversity of our community and show respect for all minority groups.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and we constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. This is in line with our whole school ethos:

*Believe in yourself, Value others, Be proud of your achievements,
Smile, Shine, Be happy!*

In the workplace

- Strong and robust policies are necessary to underpin an effective approach to tackling workplace discrimination; employment policies are the foundation of a working environment that respects all individuals.
- Organisational culture starts at the top and our senior staff recognise their responsibility for speaking out against discrimination.
- Informing, educating and supporting all our employees and associated community members are vital steps to creating an inclusive workplace culture.
- All members of staff and governors are entitled to appropriate training in order that they can play their full part in ensuring our school promotes equality. Training is linked to priorities within the School Development Plan (SDP) and teachers' performance management. Funding professional development is identified within the Standards Fund.
- The school is required to supply the local authority with employment data related to racial groups employed within the school.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. Through our learning approaches we will:

- Ensure equality of access for all pupils and prepare them for a life in our diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge racist behaviour.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Provide educational visits and extra-curricular activities that will reflect all pupil groupings.

- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make the best use of available resources to support the learning of all groups of pupils.
- Use opportunities to promote the children's understanding and experience of other people and places.

Equality Objectives reviewed January 2024

9. Monitoring arrangements

We believe working within this framework will help foster good relations within people who share a protected characteristic and people who do not share it.

The school regularly engages with parents and seeks their views and opinions.

We will review this document every four years and amend it where necessary or if legislation has changed. Our Equal Opportunities Policy will be reviewed annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND policy
- Promoting Positive Behaviour Policy

Approved on behalf of the Governing Body:



Joanna Urciuoli
Headteacher
15.01.2025

Appendix 1: Information about the diversity of the school population

1. School Overview

Southfields Primary School is a larger than average-sized primary school with 551 pupils currently on roll of a possible 630. The school has a HUB of expertise in Speech and Language for 6 pupils, currently 3 place is taken. We also have 23 children who have access to Community Speech and Language. Our school deprivation indicator (Inspection Data Summary Report 2022/23) is in quintile 4 (more deprived) of all schools in terms of deprivation.

2. Disability and special educational needs

SEND data as of January 2025	
SEND Support	25%
Statement of EHCP	5%

The needs of our SEND pupils range from global delay, speech and communication development needs, sensory needs, autism, social, emotional and mental health, physical disability, moderate learning difficulties to severe learning difficulties.

3. Religion and Belief

Religion and Belief Data as of January 2025		
Anglican/Church Of England	3	0.53%
Buddhist	1	0.18%
Bulgarian Orthodox	1	0.18%
Christian	112	19.6%
Hindu	8	1.4%
Jehovah's Witness	2	0.35%
Muslim	26	4.6%
No Religion	56	9.8%
Not specified	323	58.6%

4. Gender

Gender Data as of January 2025		
Boys	292 pupils	53%
Girls	259 pupils	47%

5. Ethnicity

Southfields Primary is a diverse community of learners. As of January 2025, we have 23.7% who are from an ethnic minority group.

Ethnicity Data as of January 2025		
African Asian	1	0.18%
Any Other Asian Background	7	1.27%
Any Other Black Background	2	0.36%
Any Other Ethnic Group	5	0.91%
Any Other Mixed Background	4	0.73%
Any Other White Background	5	0.91%
Arab Other	2	0.36%
Asian and Any Other Ethnic Group	15	2.72%
Black - African	17	3.09%
Black - Nigerian	3	0.54%
Black and Any Other Ethnic Group	10	1.81%
Black European	2	0.36%
Chinese	1	0.18%
Gypsy / Roma	1	0.18%
Indian	8	1.45%
Iraqi	1	0.18%
Kurdish	1	0.18%
Other Black	1	0.18%
Other Black African	1	0.18%
Other Mixed Background	7	1.27%
Other Pakistani	1	0.18%
Other White British	8	1.45%
Pakistani	8	1.45%
Portuguese	1	0.18%
Refused	2	0.36%
Sri Lankan Tamil	1	0.18%
Turkish	1	0.18%
White - British	301	54.63%
White - English	20	3.63%
White - Irish Traveller	1	0.18%
White and Any Other Ethnic Group	7	1.27%
White and Asian	7	1.27%
White and Black African	6	1.09%
White and Black Caribbean	13	2.36%

White Eastern European	8	1.45%
White European	7	1.27%

6. Sexual Orientation

We do not collect data on the sexual orientation of our pupils. We are aware that there may be a number of equality issues for gay, lesbian and bisexual young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as the word 'gay' to mean something is bad or rubbish. Our behaviour policy promotes safety for all groups of pupils, regardless of sexual orientation. We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through how we promote spiritual, moral, social and cultural (SMSC) development.

7. Gender Identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. Although it is rare for pupils to undergo a process of gender reassignment, if happened it would always be managed with care and sensitivity. We recognise that people who are undergoing a process to reassign their gender can experience discrimination and harassment. Our behaviour policy promotes safety for all groups of pupils, regardless of gender identity. We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.