



# Springfield Primary School



## Equality & Diversity Objectives

Ratified: January 2025

Date for review: January 2027



## 1. Policy statement

- a) In accordance with school mission and values we pledge:
  - to respect the equal human rights of all our pupils;
  - to educate them about equality; and
  - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
  - ethnicity,
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation, and
  - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
  - ethnicity,
  - religion or belief, and
  - socio-economic background.

(See Appendix A for bank of equality statements).

## 2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council guidance for recording prejudice related incidents involving pupils in schools.

The accessibility plan in Section 11 is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

## 3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)
- Religion/belief context of the school (local and national)
- Socio-economic context of the school (local and national)
- Current issues affecting cohesion at school, local and national level



## 4. Responsibilities

The governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

## 5. Staff development

We are committed to enabling our staff to promote equality and diversity in our school community. Staff development is focussed on issues that affect our pupils, partners and wider school community.

## 6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in April 2025.

## 7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

## 8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,



- sexual orientation, and
- age.

## 9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data
  - pupil performance data
  - incident records
  - behaviour management records
- iii. and from involving relevant people (including disabled people) from the start in the following way:
  - pupils
  - staff
  - governors and other stakeholders

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
  - ethnicity
  - religion or belief
  - socio-economic background
  - gender and gender identity
  - disability
  - sexual orientation
  - age



## 10. Equality Objectives 2025-2027

To ensure the school environment reflects the diversity of the world around us and are monitored regularly.

The outcomes of pupil performance across the curriculum and years does not demonstrate any negative impact on equalities groups.

Ensure provision is made to cater for the cultural, moral and spiritual needs of all children through our curriculum, learning outside, specific focus days and resources available in school.

Develop pupils' and staff awareness and understanding of diversity of the world around us through assemblies, visitors and experiences.

Incorporate international learning into our curriculum to develop awareness of the world around us.

Provide appropriate support for pupils to reach their full potential regardless of their cultural background, first language or religious beliefs.