East Park Primary School

Respect, grow, believe and achieve together

Equality Information and Objectives Statement



Version Control			
Version	Purpose/Change	Author	Date
1.1	New policy created for East Park Primary School opening September 2025	J. Rozenbroek	June 2025
1.2	Updated in the light of attainment gap	J. Rozenbroek	September 2026

Our Equalities Statement:

"East Park Primary School is committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, gender identity, age and socio-economic background."

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality
are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other
member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the

uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what
  inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Challenging bias and calling it out in order to move the conversation forward.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the

curriculum. Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.
- Gender reassignment.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance will the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary
procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

The local governing body works hard to engage with the local community, and completes an annual review of its equality monitoring. The local governing body ensures that equality monitoring is considered in relation to policy creation and renewal.

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 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

Inclusion

East Park Primary fosters an inclusive environment for all members of the school community; the school ensures it gives 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

Equality Objectives 2025- 2026

Objective One:

To ensure curriculum enhancement and out-of-school activities are made available to all pupils, including those with disabilities and special educational needs, to remove discrimination and ensure the best possible educational outcomes by:

Ensuring attention is given to quality when arranging school visits and school-based activities;

Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes

Monitoring & Evaluation - Registers for extra-curricular clubs, visits and school events show that pupils with disabilities, special educational needs and on the Pupil Premium register

are fully involves in the wide range of activities the school offers.

The School Business Manager and Senior Leaders will monitor to ensure that equality considerations
are made on all risk assessments for all out of school experiences and school-based activities.

This has been chosen due to the increase of pupils with complex SEND needs across the school.

Objective Two:

To increase knowledge, skills and attitudes to enable pupils to recognise and value difference and
diversity by:

Promoting equality with regard to race, gender, disability, religion and ethnicity in our school
curriculum.

Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies and PHSRE sessions, making links to our core values of respect grow, believe, achieve.

Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

Developing the well-being champions group to support and promote all pupils

East Park, has an under-representation of ethnic groups within the school (6%), when compared to other schools nationally however, this has increased over the past 3 years. There is a representation of pupils from different groups including both genders, pupils with a disability and pupils from different faiths which are all valued.

Objective Three:

To undertake data collection, monitoring and assessment of specific groups by:

Tracking and analysing the performance of all children throughout the school both academically and socially, including those with disabilities, are disadvantaged and on the SEND register.

This has been chosen as numbers are increasing in each of these groups and careful tracking of attainment, behaviour, attendance and CPOMs need to be undertaken on a more regular basis.

Objective Four:

To reduce attainment gaps by ensuring that all pupils, particularly those who are disadvantaged, have equal access to high-quality teaching, learning opportunities, and enrichment activities. The school will monitor the progress and achievement of different pupil groups, identify barriers to learning, and provide targeted support to enable every child to reach their full potential.

This objective has been selected because the school is committed to promoting equality of opportunity for all pupils. Analysis of pupil performance and wider school data shows that some groups of children, including disadvantaged pupils, pupils with special educational needs and disabilities (SEND) face barriers that affect their educational outcomes.

By focusing on reducing attainment gaps and ensuring equitable access to learning and enrichment opportunities, the school aims to improve academic achievement, attendance, wellbeing, and participation for all pupils. This objective supports the school's duties under the Equality Act 2010 and reflects its commitment to creating an inclusive environment where every child feels valued, supported, and able to succeed.

Monitoring & Evaluation

Leaders will monitor coverage of equalities through curriculum monitoring, PHSE, ELSA and WRAP monitoring as well as assembly monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Monitoring of extra-curricular clubs for different groups will also take place. Reporting on equality information through reports to full governing bodies and the teaching and learning curriculum.

Behaviour records, safeguarding records, attendance records and SEND records including CPOMs will be monitored and where there are concerns, these will be addressed with follow-up support to individual pupils and staff.

Closing statement

Prejudice is not tolerated at East Park Primary School, and we are continuously working towards a more accepting and respectful environment for our school community.

Disability Action Plan

Issue/ Area	Comments/ Action Required
Access to the Curriculum	To encourage all pupils to take an active part in all curriculum activities. To ensure that staff allow additional time for disabled pupils/pupils with specific needs to complete tasks. To provide access to technology appropriate for pupils with disabilities. To continue to remove all barriers to learning and participation. To ensure school visits are accessible to all pupils irrespective of attainment or impairment. To ensure the learning environment meets the needs of all learners
Teaching and Learning	To provide adaptive provision for all pupils, including those who have special educational needs or disabilities or are from disadvantaged backgrounds and take account of diversity and promote equality and inclusion.
Behaviour	To adapt and monitor the Behaviour Policy making adjustments for disabled and SEND pupils.
Curriculum	Opportunities for all pupils to be aware of the needs of specific pupils. Visit a range of places of worship to develop an understanding and tolerance of other faiths. To celebrate a range of international and cultural events in the school calendar. Assemblies and RWV opportunities.
Assessment	Track and analyse the performance of all children throughout the school using the school assessment systems.
Emergency and evacuation systems set for all pupils	Alarm systems require visual element for the hearing impaired, when and where appropriate. Adjustments made for visually impaired pupils. Ear defenders are available for pupils.
Engagement of all stakeholders	All pupils involved in roles across the school such as School council and well-being champions. To ensure that all forms etc. are available in a range of formats for pupils to apply for roles. To work with outside agencies to support families and pupils with disabilities. To promote support for families through events and signposting to key services.
Employing, promoting and training disabled staff	Monitor the number of staff who count as disabled people under the DDA 2005.

	To continue to provide reasonable adjustments for disabled staff. To offer support and advice through access to Occupational Health and mental health support.
Extra-curricular opportunities	To ensure that all pupils, parents/carers or staff can participate in activities. To complete thorough risk assessments to support the participation of pupils with disabilities. Effective use of EVOLVE.
Medical and personal care needs	To consult with disabled pupils and their families to prepare the best possible care. To work with outside agencies to support families with medical needs.
Admissions and Transitions	To provide induction and timely support to pupils, parents/carers and staff. To ensure a robust transition plan is in place for pupils and staff with additional needs.
Charity Involvement	Continue to work with local, national and international charities.