



# Equality Information and Objectives

Date: September 2023June 2022  
Review Due: June 2023September 2024

Reviewed Annually

## 1. Background

Nuneaton and Bedworth District has the highest levels of deprivation within Warwickshire and the Lower Level Super-Output Area (LSOA) within which Park Lane is located is within the top 10 most deprived LSOAs nationally. This means that there is a high level of economic need within the area around the school.

Over thirty separate ethnic groups are represented within the school, the largest of which (outside White British) being White Eastern European (19%), Black Caribbean (12%) and Pakistani (11%).

There is similarly wide-ranging representation from a number of different faiths within the Park Lane community, such as Buddhism, Catholicism, Hinduism, Judaism, Islam, Rastafarianism and Sikhism.

In 2022, 38% of pupils at Park Lane are in receipt of Free School Meals. This figure is significantly higher than the national average, which is 22.5% and even more significant when compared with the percentage for Warwickshire children which is 17%.

Park Lane Primary School and Nursery aims to create an environment where individuals feels confident and at ease by:

- Being respectful
- Always treating other members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum
- Encouraging compassion and open-mindedness

We will support our pupils to embed this approach.

## 2. Legislation and guidance

Park Lane Primary School and Nursery has obligations under the Public Sector Equality Duty (PSED) (as set out in the Equality Act 2010) to have due regard to the need to:

- Eliminate discrimination, harassment, victimization 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

The protected characteristics within the Equality Act 2010 are: :

Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity.

### 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 Head of School.

The Head of School will:

- Promote knowledge and understanding of the equality objectives among 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.

### 4. Eliminating discrimination, harassment and victimisation

We will not discriminate against, harass or victimise any pupil, prospective pupil, member of staff or any other member of the school community because of any protected characteristic. We will not tolerate any prejudice-related discrimination whether direct or indirect, and will treat any such incidents with the utmost seriousness.

All within the Park Lane community will challenge any type of discriminatory and/or bullying behaviour.

We will explore concepts and issues relating to identity and equality through the PSHE curriculum, the programme of assemblies and co-curricular activities.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year

### 5. Advancing equality of opportunity

Park Lane aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

We will therefore:

- Collate and regularly analyse information (e.g. safeguarding, behaviour, attendance and attainment data) related to specific groups within the school community to identify any trends or patterns, and ensure that appropriate steps are taken to address any issues identified

## 6. Fostering good relations

Park Lane instils in its pupils the importance of making a positive impact in the world, by showing empathy, respect and compassion to all. It is an intrinsic part of the education we provide our children, using the Griffin Learning Behaviours to underpin the activities of the school.

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. This challenge will be delivered in a way that prevents discrimination, instead promoting inclusive attitudes.

Park Lane recognises the importance of the use of language and high-quality resources in setting a tone and culture within the school. We ensure that staff, children and resources

- Use appropriate and accurate language referring to particular groups or individuals
- Do not consciously offend, transmit or reinforce negative stereotypes
- Use their words to lift others up, not pull each other down
- Reflect the reality of an ethnically and culturally diverse society and challenge negative stereotypes
- Provide balance to discussions
- Are accessible

## 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

## 8. Equality objectives

### Objective 1

Increase understanding of the Equality Act amongst staff and instill an awareness of the impact of their actions in relation to meeting our equality aims.

Why we have chosen this objective: To ensure that all staff are working from a strong base of knowledge and shared purpose.

### Objective 2

Undertake an analysis of attainment data and trends with regard to race, gender and disability by July, and report on this to the governing body.

Why we have chosen this objective: This information requires formal examination to establish that school attainment targets apply to all children equally and inform the school development plan, if necessary.

### Objective 3

Develop anti-racism approach for Park Lane to adopt and implement

Why we have chosen this objective: The racial profile of Park Lane pupils has changed significantly over recent years and a new approach to tackling racism is timely

## 9. Monitoring arrangements

The Head of School will update the equality information we publish, at least every year.

This document will be reviewed by the Senior Leadership Team at least every 4 years.

This document will be approved by the governing body.