



Policy Statement on Equality including equality information and objectives.

Approved by:	February 2024
Date:	Next review due by: February 2027

At Silverhill, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

We are committed to the promotion of equality and diversity and this policy and statement has been developed in accordance with the Equality Act 2010. It represents a commitment to a common set of values and objectives and to a consistent approach to communicating, implementing and monitoring the policy. All our policies follow the principles outlined in this document.

1. Aims

1.1 The aim of the Equality Act 2010 is 'to support good decision-making by ensuring that public authorities understand how different people will be affected by their activities, so that services are appropriate and accessible to all, and meet the needs of different people'.

1.2 Silverhill Primary School is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

- Age
- Disability
- Sex
- Gender Reassignment
- Race
- Religion or Belief
- Sexual Orientation
- Marriage and Civil Partnership
- Pregnancy and Maternity

The Act covers all aspects of school life for our pupils, their parents and carers, our employees and our community.

2. Values, principles and standards

2.1 Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- equality and social justice
- acknowledging and valuing diversity
- respect for others
- compliance with equal opportunities legislation
- elimination of all forms of prejudice and unfair discrimination
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
- commitment to inclusive education which enables and supports all pupils to develop their full potential

- accountability for compliance with this policy by all members of the School communities and others engaged in School business or activities.

2.2 We welcome our duty under the Education and Inspections Act to promote community cohesion.

2.3 We also welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing the gap in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled, or who are in the process of being diagnosed as disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects
- vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

3. The Equality Act

3.1 The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3.2 At Silverhill Primary School, we have rigorous systems for monitoring the above.

4. Responsibilities and accountabilities

4.1 The Governors are responsible for:

- making sure the School follows all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality

4.2 The Headteacher is responsible for:

- ensuring policies and procedures are in place to comply with all equality legislation
- ensuring that the School implements its equality and diversity policies and codes of practice
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying

4.3 School senior leaders are responsible for:

- putting the School's equality and diversity policies and codes into practice
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

4.4 All staff are responsible for:

- promoting equality and diversity, and avoiding unfair discrimination
- challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by pupils or other staff
- keeping up-to-date with equality law and participating in equal opportunities and diversity training
- reporting any incidents of unfair discrimination, harassment or bullying to senior managers

4.5 Pupils are responsible for:

- respecting others in their language and actions
- obeying all of the School's equality and diversity policies and codes

4.6 At Silverhill Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

4.7 We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

4.8 At Silverhill Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

5. Equality in Teaching & Learning

5.1 We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community and challenge stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

6. Equality in Admissions and Exclusions

6.1

6.2 Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background, or on the grounds of their parents or carers protected characteristics.

7. Equal Opportunities for Staff

7.1 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community. Our recruitment processes promote fairness of opportunity.

8. How we have a due regard for equality.

8.1 The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

- We understand the requirements of the Equality Act 2010
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our employees at whole school and year group levels
- We analyse data to ensure we act upon any concerns in relation to the protected groups and this is reported where necessary to the Governing Body
- We record any racist/homophobic events and act upon any concerns in this area
- The whole school team are concerned with closing the attainment gap of various groups
- We have a due regard for equality issues in decisions and changes we make
- We promptly and effectively with all incidents of bullying and harassment – this may include cyber bullying and prejudice based bullying. We record all of these incidents and what action we have taken and monitor the impact of this
- We provide training to all staff in relation to dealing with the above
- We have a SEND policy which outlines our provision for this group of children

9. Monitoring and review

9.1 This Equality and Diversity Policy has been approved and adopted by the governing body of the School and will be reviewed every three years to ensure it remains compliant with Equality and Diversity legislation. The school will prepare and publish details of its equality objectives on an annual basis. This will be prepared in consultation with governors, staff, pupils and parents.

9.2 We take active steps to communicate this policy to all pupils, staff, parents and Governors of the school.

Information about the school population (June 2024)

Number on roll : 426

Information on pupils by protected characteristics

The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of these, so the Act protects everyone against unfair treatment.

<p>Disability</p> <p>The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry our normal day to day activities.</p>

There are pupils at our school with special educational needs and/or disabilities and these include:

Disability	
Asthma and Eczema	✓
Physical Disability	✓
Downs Syndrome	
Attention Deficit Disorder	✓
ADHD	✓
Autism	✓

June 2024	Number of Pupils	% of school population
Female	208	48.8%
Male	218	51.2%

	Number of pupils	% of school population
No Identified SEND	366	85.9%
SEN Support	60	14.1%
EHCP	12	2.8%

Pupil Data: Ethnicity and Race							
	Male	Female	Total		Male	Female	Total
Any other Asian	1	2	3	Pakistani	4	0	4
Any other ethnic	1	2	3	White - British	177	169	346
Any other mixed	4	2	6	White - English	0	1	1
Any other white	4	1	5	White and black African	2	1	3
Black - African	1	6	7	White and Black Caribbean	6	4	10
Chinese	3	2	5	White Other	1	1	2
Indian	9	9	18	Refused		1	1
Other mixed	1	1	2				

Pupil Data: Religion and Belief					
Buddhist	1	Muslim	2	Other Religion	1
Christian	57	Roman Catholic	8	No Religion	36
Hindu	2	Sikh	4	Not specified	315

Number of pupils EAL	44
Number of pupils FSM	21
Pupils Currently in care	0
Pupils current in post looked after arrangements	1

Our Equality Objectives 2023-20226

The Equality Act 2010 requires us to publish specific and measurable equality objectives. These are based on our analysis of data and other information.

Equality Objectives				
Category of Objective	Objective	Action Steps and Measures	Lead	Target review
Gender	To raise the attainment of boys in the Early Years Foundation Stage	Review the EYFS Curriculum Audit 'boy friendly' resources within EYFS and purchase additional resources accordingly Increase parental engagement of boys within EYFS through deliberate targeting for engagement events Encourage boys reading through 'boy friendly, reading areas.	EYFS Lead and HT	July 2025
Review	07/24 In July 2024 the gap between boys and girls achieving GLD is 4.2% which has diminished from 11.1% in 2023.			
Disability	To develop pupils' understanding of disability further by celebrating disabled role models	Whole school assembly program includes repeated opportunities to raise awareness of a range of disabilities. Whole school themed days e.g. World Autism Day to raise awareness of the variety of disabilities in society and educate all pupils around this in a positive manner. PSHE curriculum ensures disability is a key theme in all year groups.	HT / DHT	July 2025
Review	07/24 Assembly timetable implemented to cover aspects such as disability and celebrating difference. Awareness events arranged to further develop pupil understanding of disabilities reflected within our school community eg National Downs Syndrome Day, World Mental Health day			
Ethnicity / Race	To ensure our curriculum and any associated resources reflects the diversity of our school community	Literacy lead to ensure Quality Texts are diverse and reflect our school community, including guided reading texts Ensure the curriculum represents the diversity of our school community and challenges stereotypes Embed Jigsaw PSHE scheme as an effective tool in teaching young people about diversity, respect and challenging stereotype.	Subject Leads SMSC team	July 2025
Review	07/24 Wider diversity of books purchased and distributed. PSHE monitoring demonstrates effective delivery.			

Religion and belief	To increase the number of school visits from people of differing religions and beliefs to enhance the curriculum	<p>Identify gaps in current provision</p> <p>Approach parents/wider community to enhance curriculum</p> <p>Arrange visits to local places of worship</p> <p>Invite local faith leaders to lead assemblies/workshops</p> <p>Celebrate a range of religious festivals throughout the year encouraging parental engagement with events</p>	SMSC Team	July 2025
Review	07/24 Assemblies and events have taken place to celebrate major festivals such as Diwali and Eid.			