

Netherton C of E - Equality Information and Objectives

September 2024

Netherton C of E is an area of deprivation higher than the national average. The vast majority of the catchment is financially stretched or live in urban adversity. The profile of the area shows high numbers live on struggling estates, especially Lodge Farm or in difficult circumstances. Also, the percentage of residents that rate the health very good is below the national average and those that rate their health very bad is above national average, this suggesting the health of residents is worse than the average person in England.

The rate of unemployment is above national average as is the number of people of a variety of state benefits. There are also a high number of residents with no or low qualifications. Over eighteen separate ethnic groups are represented within the school. There is similarly wide-ranging representation from a number of different faiths within the Netherton community, such as Buddhism, Catholicism, Hinduism, Judaism, Islam, Rastafarianism and Sikhism.

Netherton C of E Primary 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. The protected characteristics within the Equality Act 2010 are Sex, Race, Disability, Religious belief, Sexual Orientation, Gender reassignment, Pregnancy or Maternity.

Netherton C of E aims to create an environment where individuals feel 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. 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 daily to the Headteacher. The Headteacher 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 staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

3. 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 Netherton C of E 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

4. Advancing equality of opportunity

Netherton C of E 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 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

5. Fostering good relations

Netherton C of E instils in its pupils the important of making a positive impact in the world, by showing empathy, respect and compassion to all. We believe children should be exposed to ideas and concepts that may challenge their understanding and help them to become more accepting and inclusive of others. 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 religious and cultures through difficult aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PHSE) 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 difficult cultures
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach

Netherton C of E 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 groups or individuals
- Do not consciously offend, transmit or reinforce negative stereotypes
- Use their words to lift other up, not pull each other down
- Reflect the reality of an ethnically and culturally diverse society and challenge negative stereotypes
- Provide balance to discussion

6. 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 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

7. Netherton C of E Equality objectives

Objective	Early success indicators	Progress we are making towards this objective
Ensure that the curriculum promotes diversity in role models and heroes that young people can positively identify with, in respect of protected characteristics	Curriculum reflects principles of the Equality Policy and offers a range of individuals – this is done through the planner eg Artists	Pupils have a knowledge of key individuals that have shaped our curriculum and demonstrate this recall of knowledge
Ensure all pupils are given the opportunity to make a positive contribution to the life of the	Monitoring and promotion of the involvement of all groups of students in the extra-	Key leadership groups, especially church team do half termly assemblies, along with

<p>school e.g. through involvement in the Pupil Leadership, class assemblies, fund raising, charity links, schools abroad.</p>	<p>curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities. Key school roles are shared fairly among pupils</p>	<p>year group assemblies. School council actively were involved on stores at the Christmas Fayre</p>
<p>Ensure reward systems for Behaviour, Attendance, effort and achievement do not discriminate on any protected characteristics or on grounds of ill health</p>	<p>Reward systems are fair and proportionate and do not discriminate on any covered by the protected characteristics or on grounds of ill health</p>	<p>All pupils enjoy receiving dojos and have the same opportunities to succeed – this can be seen by the analysis of class dojo.</p>