

Central Park Primary School Equity Statement & Objectives 2021 – 2024

Central Park Primary School is a four form entry school with a Nursery. It is located in a high density and socially deprived area of Newham. There is strong ethnic diversity in the area and this is reflected in the main school population of 821 (946 including Nursery). At Central Park over 51 different languages are spoken with numerous dialects.

Total number on role = 821	
Boys = 419	Girls = 402
Total number of Special Educational Needs Pupils and disability on role = 112	
Boys = 78	Girls = 34
Educational Health and Care plan = 5	SEND Support = 112
Free school meals	178

Religion	Number	%
Christian	129	13.6%
Hindu	44	4.7%
Jewish	1	0.1%
Muslim	708	74.8%
No Religion	28	3.0%
Other Religion	17	1.8%
Sikh	9	1.0%
Information not yet obtained	9	1.0%

Ethnicity	Number* including Nursery	%
Afghan	12	1.3%
Any other Black background	6	0.6%
Any other mixed background	25	2.6%
Bangladeshi	272	28.8%
Black - Nigerian	9	1.0%
Black - Somali	16	1.7%
Black Caribbean	5	0.5%
Gypsy/Roma	1	0.1%
Indian	78	8.2%
Information Not Yet Obtained	2	0.2%
Iranian	1	0.1%
Iraqi	1	0.1%
Latin/South/Central American	8	0.8%
Other Asian	13	1.4%
Other Black African	21	2.2%
Other ethnic group	14	1.5%
Pakistani	277	29.3%
Refused	4	0.4%
Sri Lankan Tamil	32	3.4%
Turkish/Turkish Cypriot	3	0.3%
White - British	13	1.4%
White and Asian	25	2.6%
White and Black African	7	0.7%
White and Black Caribbean	5	0.5%
White Eastern European	73	7.7%
White Other	23	2.4%

Central Park Primary School is committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic 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 are able to participate fully in school life. We want all pupils to feel they belong in the Central Park School Community. We aim to provide our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

Central Park has aligned itself with the Education4Change (E4C) Charter Mark programme to equip staff with skills to address issues around the existence and impact of racism and help children and young people develop their understanding of racism and unconscious bias within society. The programme is currently being piloted in 95 schools in Newham. It has been endorsed by the local authority. 'We believe in a world where everyone should be treated with respect, fairness and equity and as educators, we will actively work to remove all racism that stands in the way of this belief. We will educate our students to recognise and reject racial unconscious bias and provide a safe environment for them to speak out against injustice.' (E4C pledge for Newham)

We know that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. Therefore, we:

- Ensure that everyone is treated fairly and with respect;
- Make sure the school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same.
- Recognise that for some people, extra support is needed to help them to achieve and be successful.
- Make sure that people from different groups are consulted and involved in our decisions; for example, through talking with pupils, parents and carers, and through our School Council.

Legislation and guidance

Under the Equality Act 2012, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who have a shared protected characteristic and those who do not.

Ofsted updated guidance linked to Equalities and protected characteristics

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/equality-and-diversity-impact-assessment-inspecting-protected-characteristics>

How we meet the Equality Duty requirements

See table A

Roles and Responsibilities

The role of governors

- The governors will continue to ensure that Central Park Primary School promotes equality and rejects unfair discrimination;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

- The headteacher will promote the principle of equal opportunity when developing the curriculum and will ensure the E4C pledge for Newham is upheld in everything we do at Central Park.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated with fairness, equity and respect.
- All staff will strive to provide material that challenges stereotypical images and promotes positive images of race, gender and disability.
- All staff will challenge any incidents of prejudice or discrimination, and record any serious incidents, drawing them to the attention of the headteacher.

Responding to and reporting incidents

The school has clear procedures in place and it is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, must view dealing with incidents as vital to the well-being of the whole school.

Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information, to demonstrate how they comply with the Public Sector Equality Duty and to prepare and publish objectives, we will publish this scheme and our objectives on the school website.

Workforce

The school produces a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer; however, schools exercise a responsibility as direct employer. The school has adopted the Local Authority HR Policies related to Recruitment, CPD and other areas of employer responsibility

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Collective Worship Policy
- Safeguarding Policy
- SEND Policy

Hi Paul - I really like how the protected characteristics section is outline demonstrating what we do. The objectives under the 3 key headings also is good idea. However, I suppose my vision is along the lines you state in your email decolonising the curriculum, that notion of a cultural competence progression map, considering cultural capital actions, etc.. In essence some of this is done under the protected characteristics section. I suggest the 3 key headings are aims that are followed by more specific objectives.

If you are going to keep the actions as they stand I would tweak to have a very clear objective.

Aim: Advance Equality of Opportunity Between People

Objective: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Actions:

- Track progress of all pupils and groups across the school
- Use pupil progress meetings to discuss progress and agree next steps.
- Intervention groups and 1:1 support

I suggest some more all encompassing objectives for the other two headings.

Eliminate Unlawful Discrimination, Harassment and Victimisation

Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc

To raise awareness of the impact of bullying, especially where this relates to protected characteristics.

Continue to tackle stereotyping in assemblies, RSHE and other lessons as appropriate in both class work and small groups

Foster Good Relationships Between People

To acknowledge the richness and diversity of British society and to help prepare children for their part in that society

To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

To address events through year assemblies to increase student awareness and understanding of issues in different communities

k

Protected Characteristic	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racial incidents are recorded and sanctioned within the guidance of the Behaviour Policy. The school provides support for the victim and the aggressor.</p> <p>Assemblies provide opportunities to promote racial equality through the celebration of all faiths.</p> <p>Assembly themes are driven by the needs of the school and the needs of the community.</p> <p>Pupils are taught and take part in projects which celebrate cultural difference.</p> <p>Incidents of race are reported and addressed with individuals and as an organisation if appropriate.</p> <p>Clear and concise lunchtime procedures are followed by all.</p> <p>Virtual Worry Box enables children to privately discuss areas of concern.</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p> <p>The Behaviour Policy reflects our commitment to equality irrespective of race.</p> <p>Governing Body monitors action arisen from through the Head Teacher's Report.</p> <p>We support EAL parents/carers with transition understanding</p> <p>Translators are used whenever necessary</p> <p>Diversity is shared and celebrated across the school</p> <p>Teachers are aware of the race diversity in their classes</p>	<p>Whole School Assembly celebrates diversity</p> <p>We ensure that there are curriculum response to International Issues and news events</p> <p>R.E educational visits which develop positive relations e.g. Hindu temple.</p> <p>R.E visitors to school to develop the topic R.E in the community e.g. Sikh community.</p> <p>Celebration of all races through planned /unplanned curriculum</p> <p>Mixed grouping within the classroom</p> <p>Rights Respecting taught throughout the school.</p>

	<p>We hold awards for anti-bullying award-demonstrating that all pupils feel safe, and know what to do if they feel unsafe of bullied.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>		
Disability	<p>We are a fully accessible school to all classrooms with a ramp at front entrance and a lift.</p> <p>The Inclusion Policy reflects school practice in ensuring all learners make progress.</p> <p>The Pastoral Team and SEND staff meet on a regular basis with the families of SEND children.</p> <p>Pupils and staff with a disability have individual plans put together to ensure accessibility and safety at all times.</p> <p>Key staff liaise with external agencies that provide support for needs listed on Statements.</p>	<p>All pupils have equal curriculum access, regardless of disability.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Governing Body monitors action arisen from through the Head Teacher's Report.</p> <p>Learning of those with disabilities monitored through SEN Code of Practice.</p> <p>Support is provided to parents who have a disability to enable them to engage fully in the school life of their child. e.g. interpreters.</p>	<p>PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</p> <p>Family worker liaises with parents/carers who may have disabilities</p> <p>Children with disabilities are integrated fully into the school community and children see them as no different from themselves or other peers.</p>
Sex	<p>Our rigorous work with data identifies gender differences and interventions are set to reduce gap within school and against national patterns.</p> <p>Our RSHE work guides our practice in our approach to teaching of gender specific health issues/ matters.</p>	<p>All pupils have equal curriculum/ wider curriculum access, regardless of gender.</p> <p>Clubs are attended by and offered to all pupils.</p>	<p>Children have equal opportunities to be involved in whole school assemblies.</p> <p>PHSE curriculum including RSHE Parents/staff sessions on RSHE.</p>

	<p>All pupils have equal curriculum access, regardless of gender.</p> <p>Extra-curricular clubs are attended by and offered to all pupils.</p> <p>The behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Encouragement of mixed grouping/seating within class based activities.</p>	<p>The behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>School uniform is unisex.</p> <p>Equal opportunities are displayed with regard to all facilities.</p> <p>We recognize that with children throughout the school, both genders go through changes as they enter into puberty and we support through both staffing and facilities.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process.</p> <p>Where pupils have experienced (or witnessed) DV we provide support through the Pastoral Team, SENCO, SEN team, family support worker and use of outside agencies.</p> <p>All inclusive sports teams. Girls are encouraged in sport alongside the boys. We enter gender mixed teams into competitions.</p> <p>Gender does not determine appointment of staff</p>	<p>Parents are informed as to the RSHE topics their children will be visiting during their year.</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Visits and visitors/role models representing both genders.</p> <p>School promotes not dividing groups of children based on gender.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Gender Reassignment</p>	<p>Emotional health and wellbeing of pupils/staff is of paramount.</p> <p>To support pupils, we offer a range of emotional wellbeing interventions that are decided upon as a result of undertaking the following assessment.</p> <p>Equal opportunities in school parents/carer communication including parents' evenings.</p> <p>The Leuvens Scale is used to assess pupil wellbeing/mood.</p> <p>Pastoral Workers support all pupils</p> <p>When appointing staff, a fair and transparent practice is adhered to.</p>	<p>All pupils have equal curriculum access, regardless of gender reassignment.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Our behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to.</p> <p>All parents and carers are respected and included regardless of gender reassignment</p>	<p>RSHE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Real life situations brought into school through newspapers and CBBC Newsround.</p>
<p>Pregnancy and Maternity</p>	<p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p> <p>Emotional health and wellbeing of staff is of paramount importance.</p> <p>Maternity and paternity needs are supported within the school.</p> <p>Staff have access to EPS Newham if they feel it is necessary.</p> <p>Staff referred to EPS to ensure health and wellbeing enables them to fulfill their role.</p>	<p>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>All pregnancies amongst staff are celebrated and children involved in sharing the ongoing excitement and stages of development</p>	<p>RSHE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>After school club facilities are available for child care arrangements.</p>

	<p>All needs of staff who are pregnant are allowed for: financial and working hour arrangements, return to work arrangements and physical expectations in the workplace.</p> <p>Pregnant staff are able to attend all maternity appointments without dispute.</p>		
Age	<p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Emotional health and wellbeing of staff is of paramount importance.</p> <p>Staff have access to EPS Newham if they feel it is necessary.</p> <p>Staff have access to in house Mental Health First Aid or EPS Newham to ensure health and well-being enables them to fulfill their role.</p>	<p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences</p> <p>We encourage communication and participation in school events of all generations of a family.</p>
Sexual Orientation	<p>Emotional health and wellbeing of pupils /staff is of paramount.</p> <p>To support pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers</p>	<p>All pupils have equal curriculum access, regardless of gender/sexual orientation</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Our behaviour policy reflects our commitment to equality irrespective of gender/sexual orientation.</p> <p>When appointing staff, a fair and transparent practice is adhered to which</p>	<p>Children are taught about different family groups and that all families equal love.</p> <p>CAW/PHSE curriculum Diverse curriculum</p> <p>Carers in a same gender relationship are welcomed into the school community as are all different family groups.</p>

		ensure equality for all in the appointment process	
Religion and Belief	<p>All pupils are offered the Newham agreed syllabus for RE.</p> <p>Racial incidents which can be linked to religion are recorded and sanctioned in line with the Behaviour Policy.</p> <p>All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</p> <p>Staff beliefs/non-beliefs are respected.</p> <p>Religious calendar events are celebrated as a school.</p> <p>Children are encouraged to be proud of their religious beliefs and share how it is part of their lives. They are also taught to be respectful of the beliefs of others when they differ from their own.</p> <p>Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</p> <p>Virtual Worry Box and a worry box in classrooms enable children to privately discuss areas of concern and School Council will address.</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p> <p>The Behaviour Policy reflects our commitment to equality irrespective of religious belief.</p> <p>Religious Celebration Days are recorded as an authorised absence.</p> <p>Pupils/staff wear items of clothing alongside their school uniform that reflects their religious belief.</p>	<p>Children take part in assemblies celebrating their own religious festivals</p> <p>PHSE and RE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences are provided for all.</p> <p>R.E visitors are welcomed into school to develop the topic R.E in the community.</p> <p>News items involving religions and beliefs are discussed in a constructive and positive way</p>

Our Objectives 2020-22

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Objective	Action	Personnel involved	Time scale	Resources	Impact
Advance Equality of Opportunity Between People	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Track progress of all pupils and groups across the school. Use pupil progress meetings to discuss progress and agree next steps. Provide support through intervention groups and 1:1 support	SLT, Teachers and support staff	Started from 2018/19	Assessment software Manipulatives and other for maths and other relevant scheme.	Pupils' progress is in line with national and local expectations
Eliminate Unlawful Discrimination, Harassment and Victimisation	Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc	Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc To raise awareness of the impact of bullying, especially where this relates to protected characteristics. Continue to tackle stereotyping in assemblies, RSHE and other	DSLs, SLT, Teachers	Ongoing		The school environment continues to be conducive to all stake holders.

		<p>lessons as appropriate in both class work and small groups</p> <p>Ensure all school documents, policies and procedures fully support equalities. (Done as documents are reviewed on rolling programme)</p>				
<p>Foster Good Relationships Between People</p>	<p>To ensure that all stake holders have a good understanding of differences and work towards the common goal of harmony and where there are issues they are resolved promptly.</p>	<p>To acknowledge the richness and diversity of British society and to help prepare children for their part in that society.</p> <p>To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.</p> <p>To address events through year assemblies to increase student awareness and understanding of issues in different communities within the UK.</p>	<p>SLT, Teachers and support staff</p>	<p>Ongoing</p>	<p>Family events</p>	<p>Greater awareness and appreciation of different religions.</p> <p>Greater awareness of diversity and race within school and the community.</p> <p>A strong language of family variation by students.</p>
<p>Ensure Equality in the Curriculum</p>	<p>Ensure the curriculum suits the needs of all children and reflects the school community</p>	<p>Ensure the school curriculum promotes the experiences of all groups within the school community and works to make</p>	<p>SLT, Teachers and support staff</p>	<p>Ongoing</p>	<p>Curriculum resources</p>	<p>Development of a curriculum that suits a more inclusive school experience.</p>

	<p>and recognises all protected characteristics.</p>	<p>sure they feel a sense of belonging.</p> <p>Review the curriculum to ensure it reflects the school community and addresses any changes in views and perceptions.</p> <p>Review and decolonise the curriculum.</p> <p>Develop a culturally competent progression map.</p> <p>To ensure the curriculum is supported by cultural capital the is relevant and appropriate</p> <p>To ensure images and resources reflect the diversity of the school community.</p>			<p>Visuals around the school reflect the community of the school.</p> <p>Advisor time if seen as necessary</p>	
--	------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	----------------------------------------------------------------------------------------------------------------	--