



## Annual Equality Act Statement 2024 and Published Equality Objectives 2023-2027

This is our published information (July 2024) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

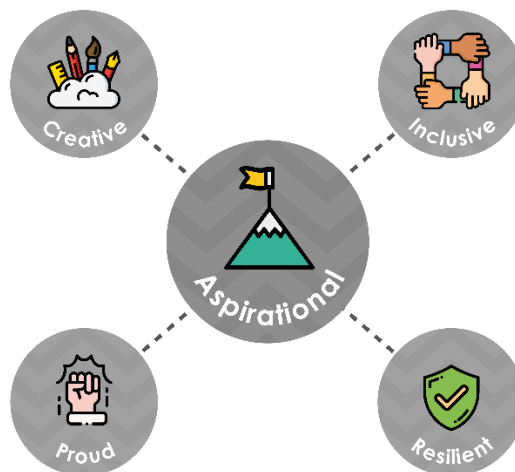
The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request.

### About our School

Newcroft Primary Academy is a 2-form entry Primary School and Pre School, based in North West Leicestershire and is an academy of Symphony Learning Trust. Our vision and values outline our ambitions for pupils to enable them to achieve their very best. The school's ambitious curriculum underpins our belief that *all children* can 'aspire for excellence.' We want all of our pupils to succeed and achieve their full potential; academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes. Mental health and wellbeing are the core of our approach.

### Our Vision and Values

We teach children about their rights and about our core values:



We prepare children well for the opportunities, responsibilities, and experiences of later life through this explicit teaching, as well as through our Character Keys. We celebrate individuality and the unique talents and characteristics of each child.

## **The British Values**

Our school promotes and teaches the children to understand the British values of tolerance and mutual respect, democracy, individual liberty and the rule of law.

## **Pupil Demographics**

A very small number of our children have English as an additional language. We also have a below average number of children from ethnic minorities. The vast majority of our pupils are from a White British background.

Pupils who are disadvantaged are reported on as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for these pupils, compared with their peers. This is published annually in the Pupil Premium Grant Report. We use the funding effectively on evidence-based approaches to support children both academically and personally, where needed.

We challenge gender stereotypes and promote gender equality. We recognise the increased numbers of gender variant pupils in schools.

We represent, discuss and welcome family diversity, and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination.

We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos.

## **Accessibility**

Our school uniform is flexible and low cost; it does not exclude anyone on the basis of race, disability, gender identity, financial status or belief.

## **SEND**

Our school has clear protocols and targeted provision to support pupils who require additional learning or emotional support. The SEND policy and Accessibility Plan are accessible from the school website and are available in printed format on request.

The school has data on its composition broken down by types of disability and special educational need. The school is accessible to people with physical disabilities and all buildings are accessible through ramps and a lift. The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment, curriculum and written material for pupils.

## **Behaviour and Attitudes towards Equality**

We record and report instances of prejudice or discriminatory language, child on child abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.

School council members, playground buddies, mental health ambassadors and ambassadors are advocates for their peers. The school's anti bullying approach, which was devised by our staff, pupils and parents, is evidenced as effective through our pupil survey and wellbeing questionnaires, as well as parent survey.

## Curriculum

There are opportunities throughout the curriculum, and more specifically in RSE, PSHE, British Values and in assembly for equality, diversity, inclusion and cohesion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility. The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

## Record Keeping, Policy and Consultation

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

Our school has a statement of overarching published as the 'Equality Policy.' The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting positive relationships, coping with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations. The school consults parents and carers through a range of questionnaires. We can respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

## Staffing and responsibilities

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

All members of staff have responsibility for equalities and for meeting equality objectives. All staff take responsibility for anti-discriminatory good practice.

There is good equal opportunities practice in the recruitment and promotion of staff.

## Our Equality Objectives (2023-2027)

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

<b>Objective 1: Eliminating Discrimination</b>
To develop the provision of PSHE and RSE to embed a clear understanding of the protected characteristics at an age-appropriate level.
<b>Why we have chosen this objective:</b>
To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core value of 'inclusive' in their interactions with other people.
<b>To achieve this objective, we plan to:</b>

Embed the equality values throughout the curriculum and our wider provision through identifying opportunities to discuss the protected characteristics in the long term PSHE planning. Regular opportunities are planned for discussion around the protected characteristics in collective worship, and during the weekly whole school and Character Key assemblies.

**Progress we are making towards this objective:**

*In 2023-24, the protected characteristics have been taught explicitly in collective worship and assemblies in carefully planned and systematic way. Our 'Everyone Belongs' curriculum has enabled pupils to explore age appropriate topics and themes each half term.*

**Objective 2: Advancing Equality**

To ensure that the curriculum celebrates the diversity across the UK. To develop a curriculum where all children are represented through embedding the 'Everyone Belongs' approach.

**Why we have chosen this objective:**

Shepshed is a predominantly White British community, with growing diversity. We aim to increase our pupils' understanding of diversity, ensuring that children from all backgrounds are represented.

**To achieve this objective, we plan to:**

Introduce the 'everyone's welcome' approach through consultation with parents and staff, and in the teaching of 'everyone's welcome' through lessons, books and assemblies.

**Progress we are making towards this objective:**

*In 2023-24 we have reviewed English reading texts and materials across all year groups to ensure that pupils are exposed to a wide range of authors and characters from backgrounds, faiths and cultures different to their own. 'Everyone Belongs' is taught explicitly in all year groups each half term.*

**Objective 3: Fostering Good Relations**

To review aspects of the curriculum that promote tolerance, friendship, and understanding of a range of religions and cultures.

**Why we have chosen this objective:**

Shepshed is a predominately White British town with growing diversity. We aim to increase our pupils' understanding of diversity, beyond their immediate local community.

**To achieve this objective, we plan to:**

Review the programme of assemblies that promote tolerance, friendship, and understanding of a range of religions and cultures, linked to the 'Everyone Belongs' approach. Make further links to the local community and faith leaders through assemblies and hands on workshops.

**Progress we are making towards this objective:**

*In 2023-24 we have reviewed our approach to assemblies and have ensured that different faiths, cultures and families are shown, discussed and explored in assemblies as part of a carefully planned calendar.*