

EQUALITY AND DIVERSITY POLICY AND STATEMENT



Prepared for:

Parkview Primary School

Springwood Drive

Oakwood

Derby

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
December 2025	MJ	Updates to action plan made as end of 3-year period has ended. School characteristic information updated.	01.12.25	02.12.25

Parkview Primary School

Policy Statement on Equality

Parkview Primary School is 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.

Aims

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'.

Parkview 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.

Values, principles and standards

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.

We welcome our duty under the Education and Inspections Act to promote community cohesion. We also welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing the gap in achievement which affect, amongst others:

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

The Equality Act

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

(a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

Responsibilities and accountabilities

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

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

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

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

Pupils are responsible for:

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

At Parkview 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 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 ability to participate fully in school life.

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

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

Equality in Teaching & Learning

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.

Equality in Admissions and Exclusions

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.

Equal Opportunities for Staff

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.

How we have a due regard for equality

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 regards to the need to eliminate

discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

1. We fully understand the requirements of the Equality Act 2010
2. 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
3. We keep an accurate record, when possible and appropriate, of the protected characteristics of our employees and pupils at whole school and year group levels
4. 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. This can be evidenced in termly Headteacher reports to governors.
5. We record any racist/homophobic events and act upon any concerns in this area
6. The whole school team are concerned with closing the attainment gap of various groups
7. We have a due regard for equality issues in decisions and changes we make
8. We promptly and effectively deal with all incidents of bullying and harassment – this may include cyber bullying and prejudice based bullying. We record all of these incident and what action we have taken and monitor the impact of this
9. We provide training to all staff in relation to dealing with the above
10. We have an SEND policy which outlines our provision for this group of children

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plans, self-evaluation reviews, the school prospectus, school website and newsletters.

The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in our Recruitment policy.

Monitoring and review

This Equality and Diversity Policy has been approved and adopted by the governing body of the School and will be reviewed every four 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.

We take active steps to communicate this policy to all pupils, staff, parents and Governors of the school through our school website, staff training/briefings, newsletters etc

Information about the school population – Autumn 2025

Number on roll as of November 2025: 212

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.

Disability

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 out normal day to day activities'

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

Asthma and Eczema	√
Physical Disability	√
Downs Syndrome	
ADHD	√
Autism	√
Global Learning Delay	
Diabetes	
Hearing	√
Visual	
Multi-sensory	√
Speech and language	√
Other	

September 2025	Number of pupils	% of school population
Female	116	49%
Male	120	51%

	Number of pupils	% of school population
No identified SEND	187	88%
SEN support	21	10%
EHCP	4	2%

Pupil Data: English as an Additional Language

	Total
Hindi/Bengali Indian Dialect	4
Romanian	2
Russian	1
Portuguese	1
Chinese	2
Afrikans	2

Polish	1
Lithuanian	2
Japanese	2

Pupil Data: Religion & Belief – excluding Nursery pupils			
Christian	19%	Roman Catholic	1.4%
Hindu	0.93%	No religion	44%
Sikh	0.46%	Not specified/other	29.2%

	Numbers
Number of pupils EAL	17
Number of pupils in receipt of pupil premium funding	39
Pupils currently in care	0
Pupils current in post looked after arrangements	3

Our Equality Objectives 2025-2028

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

Equality Objectives	
Objective 1 - To continue to promote the understanding of, and respect, for diversity.	
Why have we chosen this objective?	Action steps & measures
Many children within our locality have limited experience of diverse communities.	<ul style="list-style-type: none"> -Audit resources used in school to ensure this reflects the diversity in modern Britain. -Ensure resources used are a fair representation of this. -Ensure reading spine across school reflects diversity of characters, settings, themes and authors. -Develop curriculum planning to ensure the Protected Characteristics/ SMSC and Key British Values are taught progressively, where appropriate and where relevant. -Continue to provide enrichment opportunities which celebrate the diversity in Modern Britain e.g. World Autism Day, Rainbow Laces workshops DCCT and Holy Day celebrations.
Objective 2 - To challenge the gender gap through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of boys.	

Why have we chosen this objective?	Action steps & measures																																																											
<p>There is still some inequality with regards to boys reaching Good Level of Development at the end of Reception and in writing at the end of Key Stage 2 at Age Related Expectation (ARE) level and greater depth levels (GDS).</p>	<p>-Close the gap in Early Learning Goal areas:</p> <table border="1" data-bbox="579 309 1473 533"> <thead> <tr> <th colspan="3">% not meeting ELG</th> </tr> <tr> <th>Area</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Comprehension</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>14%</td> </tr> <tr> <td>Word reading</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>Self-regulation</td> <td>83%</td> <td>17%</td> </tr> </tbody> </table> <p>-Strategies employed by the Early Years team to engage boys further in learning including Write Dance and Physical Literacy. -Strong Start document used within 2 weeks of starting Reception to identify pupils at risk of delay. -Phonics tuition used for pupils in need of support. -Texts are selected as being motivating for boys. -Interventional support and guided writing support for boys, particularly those working around the greater depth levels. -Key Stage 2 interventional support to close the writing gender gap:</p> <table border="1" data-bbox="579 927 1473 1151"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>92% (42%)</td> <td>83% (44%)</td> <td>75% (8%)</td> <td>72% (28%)</td> <td>92% (33%)</td> <td>78% (28%)</td> </tr> <tr> <td>2023</td> <td>64% (21%)</td> <td>81%(44%)</td> <td>64% (21%)</td> <td>88% (56%)</td> <td>71%(29%)</td> <td>81%(31%)</td> </tr> <tr> <td>2024</td> <td>73% (46%)</td> <td>65% (35%)</td> <td>82% (36%)</td> <td>88% (41%)</td> <td>73% (55%)</td> <td>94% (24%)</td> </tr> <tr> <td>2025</td> <td>94% (44%)</td> <td>92% (42%)</td> <td>75% (19%)</td> <td>92% (57%)</td> <td>94% (44%)</td> <td>92% (50%)</td> </tr> </tbody> </table>	% not meeting ELG			Area	Boys	Girls	Comprehension	83%	17%	Writing	86%	14%	Word reading	83%	17%	Self-regulation	83%	17%		Reading		Writing		Maths		Boys	Girls	Boys	Girls	Boys	Girls	2022	92% (42%)	83% (44%)	75% (8%)	72% (28%)	92% (33%)	78% (28%)	2023	64% (21%)	81%(44%)	64% (21%)	88% (56%)	71%(29%)	81%(31%)	2024	73% (46%)	65% (35%)	82% (36%)	88% (41%)	73% (55%)	94% (24%)	2025	94% (44%)	92% (42%)	75% (19%)	92% (57%)	94% (44%)	92% (50%)
% not meeting ELG																																																												
Area	Boys	Girls																																																										
Comprehension	83%	17%																																																										
Writing	86%	14%																																																										
Word reading	83%	17%																																																										
Self-regulation	83%	17%																																																										
	Reading		Writing		Maths																																																							
	Boys	Girls	Boys	Girls	Boys	Girls																																																						
2022	92% (42%)	83% (44%)	75% (8%)	72% (28%)	92% (33%)	78% (28%)																																																						
2023	64% (21%)	81%(44%)	64% (21%)	88% (56%)	71%(29%)	81%(31%)																																																						
2024	73% (46%)	65% (35%)	82% (36%)	88% (41%)	73% (55%)	94% (24%)																																																						
2025	94% (44%)	92% (42%)	75% (19%)	92% (57%)	94% (44%)	92% (50%)																																																						
<p>Objective 3 - To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children. Promote full inclusivity for these pupils.</p>																																																												
Why have we chosen this objective?	Action steps & measures																																																											
<p>Parkview have a growing number of children with high special educational needs.</p>	<p>-Baseline assessments for all high-need pupils to establish starting points. -Career Professional Development (CPD) for all staff and specific training for those staff working with the high-need pupils. -Children are closely tracked throughout the academic year. 'The Orchard' provision is established and provides support based on individual needs. -SENDCo supports staff involved in this provision. -Ensure the curriculum develops pupil understanding of disabilities through the PSHE scheme and wider enrichment opportunities. -Pupil interviews indicate that children understand disability well and are inclusive with regards to this.</p>																																																											
<p>Objective 3 – Tackle lower attendance levels for disadvantaged pupils.</p>																																																												
Why have we chosen this objective?	Action steps & measures																																																											

Disadvantaged pupils do not attend school as regularly as non-disadvantaged peers.

-Close the attendance gap:

2024-2025	Parkview	National
Whole school attendance	95.07%	93.1%
Disadvantaged attendance	92.51%	89.4%

-Reduce the number of disadvantaged persistent absentees – see Pupil Premium Strategy.

-Implement a targeted attendance strategy, offering personalised support for families facing barriers to attendance.

-Strengthen communication and engagement with parents/carers to emphasise the importance of regular attendance.

-Work with external agencies to provide additional support where needed.

-Introduce positive attendance incentives to encourage improved attendance.