Equality Information and Objectives Policy

Adopted by the Governing Board:

Approved by:	John Abercrombie	**Date:** 04.02.21
Last reviewed on:	February 2021	
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INTRODUCTION

Chetwynd Junior School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1. AIMS

Our school aims to meet its obligations under the Public Sector Equality Duty 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

2. LEGISLATION & GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on the Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARRASSMENT AND VICTIMISATION

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher (and the Chair of Governors when appointing a Headteacher) ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion, or training opportunities.

Our Grievance Procedure and policy help to protect those who believe they have been discriminated against.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff members receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an Equality Link Governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8 of this document.

BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate, and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

ADDRESSING PREJUDICE & PREJUDICE-BASED BULLYING

Our school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion, or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with. We treat all bullying incidents equally seriously.
- We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types, and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

4. WHAT WE ARE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

We know the needs of our school population very well and collect and analyse data to inform our planning and identify targets to achieve improvements.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our parent meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age - appropriate literacy and number skills We collect, analyse and publish data:
    - ✓ on the school population by gender and ethnicity.
    - ✓ on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability.
    - ✓ by year group – in terms of ethnicity, gender, entitlement to pupil premium funding and proficiency in English.
    - ✓ on inequalities of outcome and participation, related to ethnicity, gender, entitlement to pupil premium funding, disability, and proficiency in English
- We publish an analysis of standards reached by different groups at the end of each key stage:
    - ✓ We also collect, analyse and use data in relation to attendance and exclusions of different groups
    - ✓ This data can be found in the Equality Data Analysis on the school's website.
    - ✓ We also provide paper copies in the school office.
    - ✓ We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if our local demographic changes or to enable us to welcome children with a specific disability or need.

- ✓ We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as" less able".
- ✓ We use a range of teaching strategies that ensures we meet the needs of all pupils
- ✓ We provide support to pupils at risk of underachieving
- ✓ We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability, and sexuality.

- We will keep under review our curriculum resources and content to ensure they reflect British values, represent the diversity of British society in full and do not contain outdated and or stereotypical representations of any protected groups. For example, gendered toys.
- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
- disabled and non-disabled people
- people of different ethnic, cultural, and religious backgrounds girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We also implement an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled pupils and their families

POSTIVE ACTION

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

5. WHAT WE ARE DOING TO FOSTER GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Preparing our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social, and cultural development of our pupils. Teaching about difference and diversity and the impact of stereotyping, prejudice, and discrimination through PSHE and citizenship and across the curriculum.
- Using materials and resources that reflect the diversity of the school, population, and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- 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
- Promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
  - ✓ We include the contribution of different cultures to world history and that promote positive images of people
  - ✓ We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
  - ✓ We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Anti-Bullying Week
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) 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
- 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 different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6. OTHER WAYS WE ADDRESS EQUALITY ISSUES

- We maintain records of all training relating the Equalities
- We keep minutes of meetings where equality issues are discussed

- We have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced
- To ensure that the work we are doing on equalities meets the needs of the whole school community we:
    - ✓ review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent consultation meeting
    - ✓ secure and analyse responses from staff surveys, staff meetings and training events
    - ✓ review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school);
    - ✓ analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
    - ✓ ensure that we secure responses and feedback at Governing Board meetings and from the governing board's working groups.

7. 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 particular 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

The school keeps a written record (known as an **Equality Impact Assessment**) to show we have actively considered our equality duties and asked ourselves relevant questions.

This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. PUBLISHING EQUALITY OBJECTIVES (see Equality Action Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2021-2025

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the governing board.*
Why we have chosen this objective: To look for ways to increase the diversity of our workforce.
To achieve this objective we plan to: Evaluate the diversity of applications for advertised posts up to July.
Progress we are making towards this objective: Compiling a spreadsheet for a diversity recruitment process.

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*
Why we have chosen this objective: To ensure all of the workforce is supported to carry out their duties fairly.
To achieve this objective we plan to: Survey all staff to establish any additional support we can provide.
Progress we are making towards this objective: Create a survey by Easter 2021.

Objective 3: *Increase the representation of teachers and support staff from a diverse background over a*
4-year period (from this July to July in 4 years' time), so that this group increases to 25% of the workforce.
Why we have chosen this objective: To ensure our community is represented by our workforce.
To achieve this objective we plan to: To go through the recruitment processes above.
Progress we are making towards this objective: we are at the beginning of this process.

Objective 4: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*
Why we have chosen this objective: Ensure we have up to date knowledge of legislation.
To achieve this objective we plan to: book training within the next twelve months. Progress we are making towards this objective: Starting to research courses.

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the underrepresentation of people with disabilities in the school workforce.

Why we have chosen this objective: To ensure none of our adverts put disabled applicants off.

To achieve this objective we plan to: Research the Two Ticks approach.

Progress we are making towards this objective: New adverts will have this applied to the advert.

9. MONITORING & REVIEWING OBJECTIVES

We review and update our equality objectives every **4** years and report annually to the governing board on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website

10. ROLES & RESPONSIBILITIES

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance, and information to enable them to do this.

The Governing Board

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, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The Equality Link Governor is Julie Atwood. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full Governing Board regarding any issues

Headteacher and Leadership team:

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the head teacher / SLT in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Equality Link Governor every term to raise and discuss any issues
- Support the head teacher in identifying any staff training needs, and deliver training as necessary

Teaching and Support Staff

All teaching and support staff will:

- ✓ promote an inclusive and collaborative ethos in their classroom
- ✓ challenge prejudice and discrimination
- ✓ deal fairly and professionally with any prejudice-related incidents that may occur
- ✓ plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- ✓ maintain the highest expectations of success for all pupils
- ✓ support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- ✓ keep up to date with equalities legislation relevant to their work.

All school staff are expected to have regard to this document and to work to achieve the objectives set.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will provide guidance and information in school newsletters to enable them to do this.

To the best of our ability, we will check that invited speakers and school partners are not involved with discriminatory or extremist groups **KEY CONTACTS**

Staff responsible for equalities: **SLT**

Lead governor: **Julie Atwood**

11. EQUAL OPPORTUNITIES FOR STAFF - *This section deals with aspects of equal opportunities relating to staff.*

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

12. MONITORING AND REVIEWING THE POLICY

We review the information about equalities in the policy annually and adjust as appropriate. Our review involves pupils, staff, governors, and parents and carers.

13. DISSEMINATING THE POLICY

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- in the staff handbook

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

14. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy
- Staff Conduct
- Staff Wellbeing