**Equality Information and objectives Policy**



***‘Learning for life,***

***building a firm foundation’***

Reviewed – December 2019

Agreed by Governor Body:

Headteacher: Sally Kaminski-Gaze

 **All Saints CE Primary School & Nursery Equality Statement**

Under the 2010 Equality Act All Saints CE Primary School aims to:

* eliminate discrimination, harassment and victimisation;
* advance equality of opportunity; and,
* foster good relations;

in relation to age (for adults), disability, gender, gender identity/reassignment, marriage/civil partnership (for discrimination), pregnancy/maternity, race (including ethnicity, colour or national origin), religion or belief, and sexual orientation.

In fulfilling these duties we are guided by nine principles:

1. All our learners, parents/carers and families, governors and staff are of equal value;
2. We recognise and respect difference and understand that treating people equally does not necessarily involve treating them all the same, as different people have different needs;
3. We foster positive attitudes and relationships, and a shared sense of belonging;
4. We observe good equalities practice in staff recruitment, retention and development;
5. We actively work to reduce and remove inequalities and barriers that already exist;
6. We consult and involve widely to ensure that those who are affected by our policies and activities are involved in the design of our work;
7. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, participation in public life and promoting British Values.
8. As required by the Act, we base our practices on sound evidence and openness about the issues that face us – we maintain and publish information to show how we are meeting our duties and about our progress towards greater equality; and,
9. As required by the Act, we publish equality objectives, based on the evidence we have collected and the engagement with people from different groups, also taking into account national and local priorities and issues.

We ensure the principles listed above apply to the full range of our policies and practices. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles.

We have a full equality policy, available on request which explains:

* How we respond to prejudice and prejudice-related bullying
* Roles and responsibilities of the Governing Body and staff
* How we support religious observance
* How we support staff development
* How we respond to breaches of the policy
* Our approach to monitoring and evaluating the success of our policy

**Date**: December 2019

**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 and guidance**

This document meets the requirements under the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the Public Sector Equality Duty and protects people from discrimination
* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

This document also complies with our funding agreement and articles of association.

**3. 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, 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 will:

* Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed
* Ensure they’re 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

The head teacher will:

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

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

**4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination 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.

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.

**5. Advancing equality of opportunity**

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 or staff to pray at prescribed times)
* Encouraging pupils who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

* Publish attainment data each academic year showing how pupils with different characteristics are performing
* Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
* Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
* Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

**6. Fostering good relations**

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 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
* 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 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

**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. Equality objectives**

***Objective 1:*** *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 achieve this objective we plan to:
* Progress we are making towards this objective:

***Objective 2:*** *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:
* To achieve this objective we plan to:
* Progress we are making towards this objective:

**9. Monitoring arrangements**

The governing body will review the equality information we publish at least every 4 years.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

**10. Links with other policies**

This document links to the following policies:

* Accessibility plan
* Risk assessment