



Policy Document: **Policy Statement on Equality**

Policy Statement on Equality

Learning Together, Learning For Life.

Links to Visionary Statement

We aim to

- keep children's learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....

Next Review:.....

Last Updated: Jan 2018

Next Review: Jan 2022



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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](#), 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Eliminating discrimination

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

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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 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. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

4. 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)
- 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)

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

5. 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 inclusion, 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, we promote understanding of cultures and languages around the world through our 'Language of the Term' focus. We audit resources to ensure a fair representation of

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all ethnicities. 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 e.g. SARI have come to share an assembly with regard to racism.

6. 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

7. School Equality Evaluation

General Duty Main Actions	Action
<p><u>What are we doing to eliminate discrimination, harassment and victimisation?</u></p>	<ul style="list-style-type: none"> • We are aware of and comply with the Reasonable Adjustment Duty for disabled pupils which is designed to enhance access and participation to the level of non-disabled pupils and prevent disabled children being placed at a disadvantage compared to their non-disabled peers. • The Headteacher ensures that the appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. • 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 to day life of the school. • We actively promote equality and diversity through the curriculum and by creating an environment which champions a respect for all. • We do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment. • The school will challenge all forms of prejudice and prejudice-based bullying, and treat all bullying incidents as equally serious as set out in the school's Anti-Bullying Policy and Racial Incidents Policy. • The school keeps a record of different prejudice based incidents and provides a report to the Governors of the number, type and seriousness of any prejudice-related incident in school and how this was dealt with. This information is provided termly as part of the Headteacher's report. This data is analysed and action taken to reduce such incidents.
<p><u>What are we doing to advance equality of opportunity between different groups?</u></p>	<ul style="list-style-type: none"> • We collect data and monitor progress and outcomes for different groups of pupils and use this data to support school improvement, inform our planning and identify targets to achieve improvements.

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	<ul style="list-style-type: none"> • We use a range of teaching strategies which ensures we meet the needs of all pupils and teach a broad and balanced curriculum, removing barriers to participation wherever necessary. • We provide support for pupils at risk of underachieving, and extension opportunities for pupils achieving highly. • We are alert to and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. • We will take positive and proportionate action to address the disadvantages faced by a particular group of pupils with a relevant protected characteristic.
<p><u>What are we doing to foster good relationships?</u></p>	<ul style="list-style-type: none"> • We ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils. • We actively provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We teach about differences and diversity and the impact of stereotyping, prejudice and discrimination. • We include the contribution of different cultures to world history and which promote positive images of people. • We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events. • We seek feedback from parents and carers on equality issues in the annual school questionnaire.

8.Roles and Responsibilities

School Community	Responsibility
<u>Governing Body</u>	<p>Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</p> <p>Ensuring the school complies with equality related legislation.</p> <p>Ensuring the policy and procedures are implemented by the Head Teacher.</p> <p>Ensuring all other school policies promote equality.</p> <p>Giving due regard to the public sector Equality Duty when making decisions.</p>
<u>Head teacher</u>	<p>Implement the policy and related procedures</p> <p>Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.</p> <p>Take appropriate action in any case of actual or potential discrimination.</p> <p>Ensure all staff understand their their duties with regard to recruitment and provide reasonable adjustments for staff.</p> <p>Ensure that all staff and pupils are aware of the process for reporting and following up prejudice related incidents.</p>
<u>Senior Management Team</u>	<p>To support the Head Teacher as above.</p> <p>To ensure fair treatment and access to services and opportunities.</p>

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School Community	Responsibility
<u>Teaching Staff</u>	<p>Enact this policy, its commitments and procedures and responsibilities associated with this policy.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure everyone understands their responsibility to deal with discriminatory incidents and how to identify and challenge, record and report prejudice and stereotyping.</p> <p>Attend training and information sharing opportunities as necessary to enact this policy and keep up to date with equality legislation.</p> <p>Act as role models of equal opportunities through words and actions.</p>
<u>Non-Teaching Staff</u>	<p>Support colleagues within the school community.</p> <p>Ensure everyone understands their responsibility to deal with discriminatory incidents and know how to identify and challenge, record and report prejudice and stereotyping.</p> <p>Attend training and information sharing opportunities as necessary to enact this policy and keep up to date with equality legislation.</p> <p>Act as role models of equal opportunities through words and actions.</p>
<u>Parents</u>	<p>Take an active role in identifying barriers for the school community and for informing the governing body of actions that can be taken to eradicate these.</p> <p>Support our school in the implementation of this policy.</p> <p>Follow the school policy through modelled words and behaviour.</p> <p>Ensure the children attend and engage in learning.</p> <p>Tell staff about and prejudice related incidents that occur</p>
<u>Pupils</u>	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Treat others kindly and fairly without prejudice, discrimination or harrassment.</p> <p>Attending and engaging in their own learning as well as helping other pupils to learn.</p> <p>Tell staff about any prejudice related incidents that occur.</p>
<u>Local Community Members</u>	<p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>
<u>Visitors</u>	<p>Following our policy</p>

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9. Equality objectives

			Protected Characteristics in Schools								
Objective	Current Situation	Success Criteria	Disability	Gender Reassignment	Pregnancy / Maternity	Race	Religion or belief	Sex	Sexual Orientation	Lead Person	Links to SDP
										To raise awareness of equality matters for staff, parents, carers, pupils and the local community.	Staff training on equality up to date. Carried out Term 4 2017 Planning ensures all gender and race have positive cover e.g. Superheroes

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<p>To increase positive representation of cultures from the UK.</p>	<p>Paulton is a predominantly 'white' area. Paulton Infant School has a small, but increasing number of EAL and BME children in attendance. Staff increasingly recognise the importance of representing other cultures positively.</p> <p>Language of the term is having a positive impact on representing languages and cultures from around the World.</p> <p>A recent audit of the school learning environment carried out by EMA specialist and EMA lead showed some areas for development in representing cultures of the UK.</p> <p>An audit of lesson planning with an EMA focus has found areas for development in representing cultures in lesson planning.</p>	<p>A range of cultures are positively represented in lesson planning, classroom displays, assemblies and classroom resourcing.</p>				✓	✓	✓		EMA Coordinator	<p>Key Priority 2 Quality of Teaching</p> <p>2C ~ The curriculum ensures challenge for all children and promotes a broad and balanced global view</p>
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<p>To respond to trend data and close gaps in attainment.</p>	<p>Gender discrepancy (has narrowed slightly in EYFS but scope to further close this)</p> <p>Pupil Premium children outcomes are improving. (Numbers are small)</p> <p>Progress in SEN is good but it is important to keep flagging this up</p> <p>Ethnicity outcomes tend to be good, however numbers are small.</p>	<p>Gender gaps are closing</p> <p>Other gaps between protected characteristics are closing if identified</p>	✓			✓		✓		<p>Data Coordinator/ SENCo</p>	<p>Key Priority 1: Achievement and Progress of Pupils</p> <p>1C ~ A continued focus on vulnerable groups to diminish the difference between identified groups. (PPG, G&B, Ethnicity)</p>
<p>To monitor attendance of 'Vulnerable groups' children and parents at school events.</p>	<p>Whilst we monitor parental attendance for events such as Parent's evenings, we currently do not analyse whether parents and children from 'vulnerable groups' (FSM, SEN, EAL, BME, LAC, FF) attend events at the same rate as 'non-vulnerable' parents and children.</p>	<p>School events to be analysed and trends identified:</p> <p>After school clubs</p> <p>Parent's meetings (for example; reading meeting, progress meetings)</p> <p>Children's performances</p> <p>Class Assemblies</p>	✓			✓	✓			<p>EMA Coordinator/ SLT</p>	<p>Key Priority 1: Achievement and Progress of Pupils</p> <p>1B: Increased focus on vulnerable groups by all staff including: more able, SEN, EMAS and pupil premium groups.</p>

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<p>Identified vulnerable children access the curriculum and make good progress towards age related expectations</p>	<p>Thrive has been introduced to all classes and vulnerable children are assessed against Thrive objectives. Action plans are implemented and reviewed termly.</p> <p>Identified children attend nurture group for morning transition which enables them to settle quickly into class and access the learning with their peers.</p> <p>We have introduced a nurture playtime session to support vulnerable children who may find playtime tricky.</p> <p>An Early Intervention checklist has been introduced to support early identification of children. These are reviewed at each term's SEN staff meeting.</p>	<p>EYFS – PSED data evidences vulnerable children are reaching GLD</p> <p>Monitoring/Thrive data evidences improved outcomes across KS1</p> <p>Behaviour log evidences reduced incidents</p> <p>Staff understand the importance of identifying children at the earliest point to ensure intervention is swift to improve vulnerable children's outcomes.</p>	✓	✓		✓	✓	✓	✓	<p>Data coordinator SENCo EYFS Lead</p>	<p>Key Priority 4 Personal Development, Behaviour and Welfare</p> <p>4A~ To enable children to manage their emotions in order to access the curriculum</p>
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<p>To identify whether children feel that they are treated fairly, irrespective of sex, race, religion, or ability.</p>	<p>We strongly feel that we treat all children fairly at Paulton Infant School, but we would like to gather and act upon the children's perspective of this.</p> <p>Parent surveys evidence parents</p>	<p>School council to answer the following question:</p> <p>'Is everyone treated fairly in school?'</p> <p>This question to be fed back to every class for discussion and results to be recorded and analysed.</p>	✓			✓	✓	✓		<p>School Council Coordinator</p>	<p>Key Priority 4 Personal Development, Behaviour and Welfare</p> <p>4B ~ Children can accurately explain how to keep themselves safe and healthy including promoting mental health and wellbeing and how to prevent bullying</p>
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10. Monitoring arrangements

The governing board will update the equality information we publish at least every year.

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

This document will be approved by Curriculum and Play committee.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

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