

Equality Information and Objectives Policy

Introductory notes

When the Equality Act 2010 was introduced fully in April 2011 there was no longer a statutory requirement that schools should draw up and publish equality schemes or policies. However, under the provisions of the Public Sector Equality Duty, all schools and academies are required to publish equalities information and to produce objectives on how they will enhance provision to ensure equality for all. These to be reviewed at least once every four years. It is therefore highly advisable for schools and academies to set out their equalities principles.

Legal framework

1. STAR MAT welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status

- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- age
- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognized
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, younger and older people and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- younger and older people.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- persons of different ages
- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- Persons of different sexual orientation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- older as well as younger people
- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- age
- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in, which we have been involved (principle 7), in relation to:

- age
 - disability
 - ethnicity, religion and culture
 - gender.
5. We recognise that the actions resulting from a policy statement such as this are what make a difference.
 6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The

objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

Ethos and Organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

11. There is guidance in staff handbooks on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. Our Local Governing Bodies (LGBs) are responsible for ensuring that the schools in STAR MAT comply with legislation and that this policy and its related procedures and action plans are implemented.
14. A member of the LGB has a watching brief regarding the implementation of this policy.

Named Governor: **Julie Peacock**

15. 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.
16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

Named SLT member: **Karen Williams**

17. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. 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.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
24. In particular we collect, analyse and use data in relation to achievement, broke down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Features of the model

1. The model contains the following features.

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
 - There are references where appropriate to religious affiliation and identity.
 - There are references where appropriate to sexual identity and to challenging homophobia.
 - The duty to promote community cohesion is integrated into the policy particularly but not only in the third of the seven principles.
 - Age, disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.
 - The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particular the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).
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Statement on Equality

Kirk Fenton CE Primary School always interacts with others with an attitude of deep respect. This respect is based on the essential human dignity of each person. There is no room in Kirk Fenton CE Primary School for hatred, injustice, or a lack of charity or compassion. It is also true that all people have an inherent dignity and fundamental freedom that must be respected.

THE EQUALITY ACT 2010

The Act makes it unlawful to discriminate against, harass or victimise a pupil or potential pupil (subject to certain exceptions including those applying to schools with a religious character):

- In relation to admissions;
- In the way it provides education for pupils;
- In the way it provides pupils access to any benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment.

Protected characteristics

It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of the following protected characteristics:

- Age;
- Sex;
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment- this protection was introduced by the Act;
- Pregnancy or maternity – the Act extended this protection to pupils.

It is also unlawful to discriminate on the basis of association or perception i.e. because a person with whom the pupil or prospective pupil is associated has a protected characteristic, or if you think a person has a protected characteristic even if this is mistaken.

Therefore, at Kirk Fenton CE Primary School, central to all aspects of school life are the following values:

Respect, Perseverance, Thankfulness and Forgiveness

VISION STATEMENT

Our vision for our children is rooted in Christian belief and principles. It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

MISSION STATEMENT

As a school family, at the heart of the community, we aim to reflect our vision which will enable our children to:

- Be happy, confident and challenged.

- Prepare for later life.
- Be enquiring and eager to learn.
- Demonstrate a caring attitude to each other and the environment.
- Be cooperative, tolerant and supportive.

... and in partnership with parents enable all adults in the school community to:

- Provide an excellent and distinctive curriculum including a wide variety of stimulating academic, faith, dramatic, sporting and musical experiences.
- Aspire to inspirational teaching to ensure everyone reaches their greatest potential.
- Be united in respect and support for children, parents and community.

Equality Information Policy Objectives

Equality Objectives -

To review:

1. Pupils develop a greater awareness of British values:
 - a. Democracy
 - b. The rule of law
 - c. Individual liberty
 - d. Mutual respect and tolerance of those with different faiths and beliefs
2. Pupil Premium: To narrow the gap between disadvantaged pupils and their peers so that they achieve at least in line with national averages.
3. Phonics: Development Priority – Boys and EAL as this group underperformed in relation to their peers
4. To continue to improve access for children and adults with physical and SEN disabilities through:
 - a. Staff training Evacuation Chair and PEEP
 - b. Staff training on medical and physical needs conditions
 - c. To review use of Teaching Assistants to cater for increased SEN and physical disability needs
 - d. full fire alarm system with audible and visual alert

Action Plan

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of **Kirk Fenton CE Primary** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Physical environment

| | Issue | What | Who | When | Outcome | Review |
|--------------------|--|-----------------------|----------------------------|-------------------------------|---|----------------|
| Short term | Bell in entrance hall not accessible to wheelchair users | Lower bell | Bh with electrician | By April 2019 | Bell in entrance accessible to all | September 2019 |
| Medium term | There is no hearing Induction Loop | Fit Induction Loop | BH liaise with electrician | By Summer 2019 | Hearing induction loop in place | |
| | | | | | | |
| Long term | Visual fire alarm not in place for hearing impaired | Fit visual fire alarm | BH | When fire alarm next replaced | Fire alarm produces sound and flashing light signal | July 2019 |

Planning duty 2: Curriculum

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------|--|---|---|-------------|---|-------------|
| Short term | Staff members do not have the skills to support pupils with SEND | Training for teachers on differentiating the curriculum for pupils with differing needs | Headteacher/ External advisors/ SENCO Educational Psychologist | Summer 2019 | Staff members have the skills to support children with SEND | Autumn 2021 |
| | | | | | | |
| Medium term | Pupils with SEND cannot access lessons | Provide tablets/ chrome books and other adjustments to pupils with SEND | Headteacher/IC T Manager/SENCO | Autumn 2019 | Pupils with SEND can access lessons | Spring 2020 |
| Long term | | | | | | |

Planning duty 3: Information

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------|---|--|----------|-------------|---|-------------|
| Short term | School does not know how to make written information accessible | School seeks advice from external advisors | SENCO | Spring 2019 | School is aware of local services for converting written information into alternative formats | Autumn 2019 |
| | | | | | | |
| Medium term | School website is not accessible to children with SEND | Audit of website | ICT Lead | Autumn 2019 | Website is fully accessible | Spring 2020 |
| Long term | | | | | | |