

Kingshurst Primary School

Equality Policy



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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. 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 Headteacher

The Headteacher 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 Inclusion Leader will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the SLT to raise and discuss any issues
- Support the Headteacher 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for inclusion. They regularly liaise regarding any issues and make senior leaders, governors and the Headteacher 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 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, if appropriate)
- 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 and collective worship 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 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

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 (as part of the risk 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 within the completed risk assessment.

8. Equality objectives

Objective 1: Eliminate unlawful discrimination, harassment and victimization.

- *The needs of users are taken into account when developing policies and procedures*
- *Review and update the School reward system which forms a part of the behaviour policy*

Success Criteria:

- School Policies including staff policies such as Recruitment, and Sickness Absence, reflect the needs of users
- New reward system ('Dojo' points) in place to celebrate all pupil achievement across the school

Dates:

- Related to school policy renewal schedule.
- Dojo points being used across school for academic year commencing September 2017.

Objective 2: Advance Equality of Opportunity Between People

- *To promote cultural development and understanding through a rich range of experiences, both in and beyond the classroom*
- *To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities*
- *Robust systems for monitoring pupil progress in place and monitored regularly*

Success Criteria:

- Broad range of experiences provided for each year group, including RE, PSD and SEAL lessons, along with curricular and extra-curricular trips, including religious visits.
- Club monitoring spreadsheet to reveal participation rates across pupil groups.
- Half-termly assessment schedule /pupil progress meetings reveal consistent progress across groups.

Dates:

- Ongoing monitoring to follow assessment schedule (half-termly).

Objective 3: Foster Good Relations Between People

- *To develop pupil understanding of tolerance and respect for others through the promotion of British values*

Success Criteria:

- Children exposed to different cultures, faiths, religions through first hand experiences (e.g. trips/Inspire Workshops) and through the use of varied resources

Dates:

- Ongoing throughout the academic year.

9. Monitoring arrangements

The Senior Leadership Team will scrutinise the attainment and progress of specific groups termly and at least every year in detail.

This document will be reviewed at least every 4 years.

This document will be approved by the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Subject-specific teaching and learning policies
- Equality & Equal Opportunities policy
- Anti-bullying Policy
- Child Protection Policy