

Smith's Wood Primary Academy



Equalities Information and Objectives

Reviewed on:	19/03/20
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Approved on:	
Signed on behalf of Governing Body:	
Role:	
Next review date: (period of review)	March 2021 (annually) Objectives to be reviewed in March 2022

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	3
Advancing equality of opportunity.....	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making.....	5
8. Equality objectives.....	6
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

1. Aims

The Governing Body and Smith's Wood Primary Academy are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

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;
- Carry out its legal duty in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations);
- Reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- Ensure that equality remains high on the school's strategic agenda;
- Establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- Achieve a staffing composition that reflects the composition of the wider community;
- Ensure all staff work together with a shared sense of purpose to meet the needs of every pupil;
- Ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- Ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate);

- Ensure all forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

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](#).

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 the information published is reviewed and updated annually and the objectives 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

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.

In all staff appointments, the best candidate will be appointed based on strict professional criteria.

The governing body/school is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, flexitime where appropriate, carers' leave provision).

The governing body/school recognises that people with HIV/AIDS suffer not only from the purely medical effects of the infection but may also experience prejudice and misunderstanding leading to unfair discrimination and victimisation. The governors/school therefore will ensure that people with HIV/AIDS do not experience unfair treatment in relation to employment, as pupils or as other members of the school community.

The Sex Discrimination Act now expressly covers discrimination on grounds of gender reassignment. Governors/school have consulted the local authority's gender reassignment code of practice. This provides clear guidelines in respect of recruitment and selection and arrangements for existing staff in cases of gender reassignment.

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The school places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's performance management system. The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make;
- equip employees with the skills to provide personal and organisational solutions; challenge discriminatory practices and behavior; and to promote anti-discriminatory behaviour generally

The school follows local authority and/or governing body pupil admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin. The Education Reform Act 1988 stated that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.' Pupils should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.

The school recognises that it is important that all members of the school community use appropriate language which does not offend or reinforce stereotypes. The correct terminology should be used for different groups and the language used should be positive and raise self-esteem of all groups of people.

It is the duty of the school to challenge all types of discriminatory behavior. All racial incidents are recorded by the Headteacher and reported to governors.

Governors are committed to providing access for those with a disability. This needs to inform any decisions about building or improvements and maintenance.

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:

- Insist upon consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Ensure that all extra-curricular activities are available to all pupils and ensure that gender stereotypes are not reinforced through sporting activities. Where parental donations are requested or activities, no child should be excluded because of financial hardship.
- 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. This is acknowledged to be of particular importance in respect of those religions and cultures which are either not represented or scarcely represented in our school community.
- Ensuring that all members of staff model the expected behaviour or tolerance and respect for all members of the school community.
- 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.
- Forging links with the community, both in the immediate locality and more widely, to increase pupils' understanding of the society in which they live and enabling them to contribute to the communities to which they belong.
- 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.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Developing resources which reflect a diverse society in terms of all protected characteristics and reflect non-stereotypical images of all groups in a global context.
- Celebrating and respecting home language for pupils who are bilingual and ensure that bilingual pupils have full access to the whole curriculum.

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: *To increase the participation of all groups of pupils in extra-curricular activities. (Set in 2018. To be reviewed in 2022.)*

Why we have chosen this objective: As a school, we recognize the huge benefit of extra-curricular activities, both in terms of developing knowledge and skills and in terms of the social and emotional advantages of being part of a group or team and fostering a particular talent or interest.

To achieve this objective we plan to: Monitor the participation of all groups of pupils and consider ways to ensure children from all groups have access to the opportunities provided.

Progress we are making towards this objective:

Objective 2: *To improve the attendance of all groups of pupils. (Set in 2018. To be reviewed in 2022.)*

Why we have chosen this objective: Attendance is a priority for school improvement. Good attendance is essential in order to ensure children are able to make the best possible progress and to achieve their full potential. The school is committed to improving the attendance of all pupils and ensuring that no particular group of pupils is at a disadvantage because of poor attendance.

To achieve this objective we plan to: Monitor attendance closely, considering any patterns in terms of the attendance of different groups. Consider the implications of this when planning attendance initiatives.

Progress we are making towards this objective:

9. Monitoring arrangements

The [governing board/name of committee of the governing board/individual governor/headteacher] will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by [governing board/name of committee of the governing board/individual governor/headteacher] at least every 4 years.

This document will be approved by [governing board/name of committee of the governing board/individual governor/headteacher].

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

