



Equality Information and Objectives Policy

Date policy endorsed by governors: 25 February 2016

Updated with revised actions: 30 November 2017

Person Responsible: Mr Paul Henery (Headteacher)

Date for review: Spring 2020

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- ❑ Eliminate discrimination;
- ❑ Advance equality of opportunity; and
- ❑ Foster good relations.

1.2 The school fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- ❑ Age;
- ❑ Disability;
- ❑ Race, colour, nationality, ethnic or national origin;
- ❑ Sex (including transgender);
- ❑ Gender reassignment;
- ❑ Maternity and pregnancy;
- ❑ Religion and belief;
- ❑ Sexual orientation; and
- ❑ Marriage and civil partnership (for employees).

- 1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

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.

2. The Policy

- 2.1 The school's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

3. Our Ethos

At Acle St Edmund C of E Primary School, we aim to help all our pupils develop appropriate skills and attitudes so that they can make the most of their abilities in every area. We believe the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Because of these beliefs and the balance of education provision that it implies, we view this policy and its implementation as an embodiment of our school aims as stated in our prospectus. These beliefs and aims underpin our curriculum and the ethos of our school.

Our ethos is such that all people who enter or are associated with our school, whether pupil, staff, governor, parent or visitor, are equally valued as individuals in their own right.

The school's ethos is shaped by its Christian foundation, and its core values include the following:

- Each person is unique and to be valued
- Respect for self and others
- Compassion
- Responsibility
- Fairness
- Tolerance

Our values and aims, for all pupils, are summed up in our school motto: "Learn more, think more, be more" and are underpinned by the Christian values we share as a community.

Learn more:

We encourage *all* children to be confident and successful learners. We support them, whatever their level of attainment, to make good progress and fulfil their potential. They develop the highest level of skills and attitudes they can, within an exciting and challenging curriculum.

Think more:

We give opportunities for *each* child to develop independence and a sense of enquiry, so that they can express and develop their own creative ideas. They develop their unique talents and interests while working cooperatively with others.

Be more:

We provide a safe and caring environment where children have high standards of behaviour and respect for all. Within this community, children can become active citizens who understand their rights and responsibilities, in a technologically-advancing and diverse world.

4. Addressing Prejudice Related Incidents

- 4.1 The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents.

If incidents still occur we address them immediately and report them to the Local Authority using their guidance material (see appendix 1). The Local Authority may provide some support.

5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the school's current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> ❑ All pupils are assessed, monitored and tracked through the use of 2 Build a Profile / school's systems. ❑ Under-achievement is identified and appropriate intervention is applied. ❑ Quality First teaching is expected throughout the school, and forms the basis for monitoring the strengths and weaknesses of inclusion for pupils with specific needs. ❑ Pupils are able to participate in a full range of extra-curricular opportunities. ❑ Pupils with physical disabilities will be given additional opportunities for curriculum enrichment, such as horse riding, extra swimming sessions, Forest School type approaches and disability sports days.
Behaviour and Safety	<ul style="list-style-type: none"> ❑ Pupils respect one another. ❑ Pupils feel safe and valued. ❑ Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	<ul style="list-style-type: none"> ❑ All pupils experience 100% 'good or better' lessons. Less than good practice is challenged, with suitable CPD and individualised support given to staff as part of performance management.
Leadership and Management	<ul style="list-style-type: none"> ❑ The staff and governing body reflects the diversity of the school community. ❑ No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. ❑ A nominated member of the SLT, Paul Henery, is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

- 5.2 The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:
- (a) increasing the extent to which disabled pupils can participate in the curriculum;
 - (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - (c) improving the availability of accessible information to disabled pupils.
- 5.3 The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6. Responsibility

- 6.1 We believe that promoting equality is the whole school's responsibility.
- 6.2 The school eliminates discrimination and other conduct that is prohibited by the Act, advances equality of opportunity between people who share a protected characteristic and people who do not share it, and fosters good relations between people who share a protected characteristic and those who do not.

The school does this by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school 's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff who have a particular characteristic.

School Community	Responsibility
Acle Primary / Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</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 that staff are aware of their responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that they are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school 's community in tackling inequality and achieving equality of opportunity for all.</p>

Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality. This will be through School Council initiatives and other responses to inequality which arise from reflection / school council sessions in class.</p> <p>Uphold the commitment made by the school on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

7. The school's equality objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period 2017 - 2018:

- (a) to improve access to the local library for all pupils, focussing particularly on those who are disadvantaged or who do not regularly access the library with parents. Target groups to be set up to enable those pupils to access the library in small groups during term time (see SIDP – Reading)
- (b) to complete ELKLAN training as a whole school and to maintain the Elklan principles of speech, language and communication for the two years after accreditation, through regular updates and up skilling of staff. Communication friendly approaches will enable all pupils, regardless of background, to have their expressive and receptive language needs met more fully.

(see detailed plans within SIDP and accessibility plan)