

Equality Information and Objectives Policy



| POLICY CONTROL | |
|---------------------------------|--------------------------|
| Responsible Person: | Stephanie Henney |
| Responsible Governor Committee: | Standards and Curriculum |
| Approved by Governors: | Summer 2022 |
| Review Date: | Summer 2022 |

This policy must be reviewed annually unless there are any changes in legislation or guidance in the interim, in which case the policy must be updated as and when necessary.

'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Our school policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

Respect □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**

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Statement of intent

TheAddMore Federation recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability

- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- 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.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.

- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives:

- ***To promote cultural development and understanding through a rich range of experiences both in and beyond the school, with particular reference to issues of equality and diversity.***
- ***To keep children safe from prejudiced based bullying in relation to the protected characteristics listed in the Equality Act 2010.***
- ***To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.***

- ***To monitor and analyse pupil progress and attainment by race, gender and disability and act upon any trends or patterns in data that require additional support for pupils.***

The steps which our Federation will take over the coming year in order to successfully achieve them are outlined below and report in progress against are outline below.

| Objective Number | Equality Strand | Equality Objective | How will this be achieved? | Responsibility for Implementation | Success Indicators |
|------------------|-----------------|--|--|-----------------------------------|--|
| 1 | All | <p>Reinforce and develop pupils' resilience through work with individuals, groups and the whole school community.</p> <p>SENDCo – Sarah McLaughlin</p> | <p>Resilience is core to our school ethos so staff promote this with pupils.</p> <p>Pastoral Care Team</p> <p>Work with learning Mentor</p> <p>1-1 work</p> <p>Targeted, timely Intervention Groups and impact monitored and work adjusted accordingly.</p> <p>Integral in class teaching and learning</p> <p>Supported by wide extra-curricular programme</p> <p>PTA events focused on children's independence and activities to boost their social skills, self-esteem.</p> <p>Promoted through our PSHE, SRE, RE, SMSC, British Values curriculum work</p> <p>School Mental Health Lead • Developing mindfulness techniques across school</p> <p>Work with external groups Crucial Crew, Stepping Out etc</p> <p>Assemblies</p> | All | <p>Notable increase in pupil's resilience.</p> <p>Additional support given to individuals has seen positive results and support stepped down/withdrawn</p> |

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| 2 | All | <p>Continue to set high expectations for pupil's behaviour and implement the new Behaviour Policy so that incidents of harassment and bullying are rare and support is provided to all parties where incidents are reported</p> <p>Deputy Headteacher</p> | <p>Delivery of Behaviour & Anti-bullying policy</p> <p>Support & training for new Behaviour policy</p> <p>Positive praise</p> <p>Staff role models</p> <p>Clear expectations</p> <p>Consideration of individual child and context.</p> <p>Consistent behaviour reporting logged on CPOMS and reviewed by SLT/governors</p> <p>Support offered to victim and perpetrator for incidents.</p> <p>Wider support/curriculum work for whole classes for serious incidents/trends recorded.</p> <p>Follow up work/support plans/monitoring periods for individuals after incidents.</p> <p>Link Governor challenge and review</p> | <p>Deputy Headteacher – VB</p> <p>All</p> | <p>Excellent behaviour in school</p> <p>Pupils motivated to do the right thing for the right reasons (not linked to intrinsic rewards)</p> <p>Serious incidents/racist/hate reports rare/diminishing</p> <p>No ongoing trends/patterns causing concern.</p> <p>Compliments received re pupil behaviour</p> <p>Pupils and parents satisfied with behaviour response.</p> |
| 3 | All | <p>Enable students to access support when faced with difficulties or prejudice.</p> <p>SMSC/ RE/ Worship Lead and Deputy Headteacher</p> | <p>Consistent reporting of incidents with follow up actions/support plans/monitoring periods.</p> <p>Incident logs and support reviewed by SLT.</p> <p>Pastoral support available</p> | <p>SJ KA VB – DHT All</p> | <p>Notable increase in pupils wellbeing/attitudes</p> <p>SLT review confirms support is having desired impact and monitoring period/1-1 pupil contact</p> |

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| | | | Engagement with families/external professionals when support is required | | reduces/support plan withdrawn. Feedback from parent/carers |
| 4 | All | Continue to develop an acceptance of others' individual differences and for pupils to be proud of their individual differences. Mental Health Lead/ SENDCo/ SMSC, RE/ Worship Lead | Integral in class teaching and learning and staff attitudes. Staff role models. PSHE, SRE, RE, SMSC, British Values curriculum. Assemblies Special days for pupils to celebrate and embrace beliefs and characteristics Multi - Cultural Arts Day, Wellbeing Day, Overcoming Adversity Day, International Days. Engagement with families for them to come into classes and share their stories, lifestyles, faiths & cultures. E.g. International Day, Careers Day. Promoting real life heroes/heroines past and present in school Pastoral support, Respect Yourself programme. | All NR/ AC SJ SM KA | Low number of bullying/racist/hate incidents recorded. High behaviour expectations maintained. Evidence pupils celebrating their own & others individuality at events. Positive impact from completion PSHE, RSE, RE Action Plans. Review of pupils opinions at beginning and end of school year. Positive Feedback from Teachers, School Council and parents/carers. |
| 5 | All | Work to actively close gaps in attainment and achievement between pupils and groups of pupils; especially pupils who are | High quality of Education personalised to children. | Head Teacher | Analysis demonstrates the gap is narrowing for groups. |

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| | | <p>economically disadvantaged, students with SEND, Looked After students and students from minority ethnic groups.</p> <p>DHT</p> | <p>High ratio of pupil support/Teaching assistants. • Interventions, 1-1 work.</p> <p>Ongoing Teaching & Monitoring (Judgments, Assessments, Lesson Looks, Book scrutiny, Data Analysis,) from Teachers, Phases, Phase leaders, SLT, Link Governors.</p> <p>See Pupil Premium strategy.</p> <p>See SEND Report, CPMS, PDR's, All About Me meetings.</p> <p>See SDP/SEF</p> <p>Attendance Action Plans/EWO monitoring</p> <p>Targeted funding</p> | | <p>Increased attendance for groups.</p> |
| 6 | All | <p>Ensure all pupils are given the opportunity to make a positive contribution to pupil voice and the life of the school e.g. through involvement in the various School Councils (by election or co-option)</p> <p>DHT</p> | <p>Democratic process for School Council, Eco Council, Sports Council via class elections.</p> <p>Opportunity for all pupils.</p> | Deputy Headteacher | <p>Representation of AddMore pupil demographic.</p> |
| 7 | All | <p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which raise awareness of diversity within society.</p> | <p>PSHE Curriculum work</p> <p>Assemblies</p> <p>Speakers/Guest</p> <p>New book collection celebrating diversity</p> | PSHE Co-ordinator AC & NR | <p>Notable increase in pupil's empathy, understanding and confidence.</p> |

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| 8 | All | Ensure equality of opportunity for all pupils in relation to wider school life, including trips & visits and extra-curricular activities. | Inclusive approach built into all school policies Opportunities for all re activities, trips, clubs, PTA events. | Business Manager – JK | Wide participation from all pupils including key groups. |
| 9 | Ethnicity & race | Given Shrewsbury's 'white British' demographic work to increase pupil's awareness and understanding of different communities, faiths and cultures. SMSC, PSHE, RE/ Worship Lead | RE & PSHE curriculum/Action Plans Links with Interfaith Forum to invite speakers into school • Developing visits to places of worship outside Shrewsbury Multi-cultural Arts Day Assemblies Celebrate cultural events/festivals | SMSC, PSHE, RE/ Worship Lead | Successful speakers/trips taking place. Increased pupil knowledge & understanding Feedback from teachers, pupils, families |
| 10 | Gender | To ensure that individual pupils are supported and that barriers of gender stereotypes are broken down and challenged. SMSC, PSHE, RE/ Worship Lead | Staff training Pastoral pupil & family support School resources Careers work to promote gender equality in workplace. | Pastoral Leader All | Feedback from teachers, pupils, families Individuals are achieving their potential |

The Executive Headteacher and Senior Leadership Team will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The Federation will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The Federation will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

Publishing information

The Federation will publish information to demonstrate its compliance with the Act. The Federation will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures.

The school will publish findings in its annual report.

Promoting equality

The Federation's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

Addressing prejudice-related incidents

The Federation is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The Federation will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

Complaints procedures

The Federation aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the Federation provides.

The Federation will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the Federation's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The Federation works to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the Federation wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

Monitoring and review

The Executive Headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.