

Reaching for the Stars with Aspiration and Hope

Respect, Perseverance, Motivation, Cooperation, Kindness, Pride



Bromesberrow St Mary's C of E (VA)
Primary School

June 2021

Equality & Discrimination Policy
(and objectives)

Contents

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

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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Vulnerable Children link governor is Melanie Orgee. She will:

- › Meet with the designated member of staff for equality (HT) and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document

- › Report back to the full governing board regarding any issues

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, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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:

- › Analyse attainment data to determine strengths and areas for improvement, implement actions in response
- › Make evidence available identifying issues in terms of equality and discrimination e.g. homophobic incidences

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 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 tackle and educate pupils on discrimination. 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

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

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by Summer 2022, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To ensure that we have a diverse staffing structure and recruitment process that supports this.

To achieve this objective we plan to: Analyse our most recent recruitments and look closer at our advertisements/ job descriptions/ personal specifications.

Progress we are making towards this objective: We have already thought carefully about how we can expand out on our recruitment to encourage and engage a larger more diverse number of applicants.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by December 2021, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: To ensure that all staff with needs (recognizing that these may sometimes be hidden or non-diagnosed) are supported, valued and able to fulfil their job role.

To achieve this objective we plan to: Put in place a reasonable adjustment agreement, which will form part of performance management process. This will be part of this, so that staff understand the support they are offered and that positive agreed planning and support can be agreed alongside appraisal targets

Progress we are making towards this objective:

We are reviewing all our performance management paperwork and the process connected to this. We have built a Staff Wellbeing Policy and questionnaire to support staff further and encourage engagement and an open culture.

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: We have new members on our Governing board and within our staffing structure. We need to ensure that everyone understands their legal responsibilities and moral duty in regards to equality and discrimination.

To achieve this objective we plan to: Organise training for all staff and ensure that this culture is embedded- everyone is conversant in this language.

Progress we are making towards this objective: We already have an open minded staff and governing board who are accepting of all people, cultures and backgrounds. We are an open and inclusive school.

Objective 4

To ensure all pupils with SEND make good progress and that reasonable adjustments are made to ensure their inclusion.

Why we have chosen this objective: We recognize that we have a high proportion of children with SEND and we want to ensure that they make the best progress they can and that barriers to learning are removed.

To achieve this objective we plan to: Have a clear SEND provision map that is inputted by external agencies, staff and parents. This will have a greater influence than on My Plans for individuals

Progress we are making towards this objective: We have a strong SEND support system and are committed to every child succeeding in their learning. We are an inclusive school. Our provision mapping is useful and robust.

9. Monitoring arrangements

The Headteacher] will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed and approved by the governing board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND and SEN Information Report