

Swalecliffe Community Primary School

Public Sector Equality Duty and Equality Objectives Policy

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Aims

Our school aims to:
• Swalecliffe Community Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
We will not discriminate against, harass or victimise any pupil, prospective pupil, member of staff or other member of the school community because of their:
• Age
• Disability
• Gender reassignment
• Marriage and civil partnership
• Pregnancy and maternity
• Race
• Religion or belief
• Sex
• Sexual orientation
We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Legislation

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

Roles and responsibilities

The Governing Body:

- 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 Executive Headteacher and Head of School

The Equality Link Governor will be the SEN Governor (Sarah Roberts). They will:

- Meet with the Head of School annually, 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
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The Executive Headteacher:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.

The Head of School:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Include a section on equality within the report to Governors at each FGB meeting.
- Support the Executive Headteacher in identifying any staff training needs, and deliver training as necessary

All staff

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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.
New staff will receive training on the Equality Act as part of their induction, and all current staff will receive refresher training annually.
The school has a designated staff member for monitoring equality issues and an equality link governor. They regularly liaise regarding any issues and make other senior leaders and governors aware of these as appropriate.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of our school. This environment will be achieved by:

• Being respectful
• Always treating all members of the school community fairly
• Developing an understanding of diversity and inclusion and the benefits it can have
• Adopting an inclusive attitude
• Adopting an inclusive curriculum that is accessible to all
• Encouraging compassion and open-mindedness

The school is committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that challenge perceptions and develop understanding. Through the curriculum we seek to prepare pupils for life in modern Britain and cultivate acceptance and respect for others through our No Outsiders approach.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. respecting religious observance)
- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that any data published to demonstrate how we are meeting our equality duties does not identify individual pupils or members of staff.

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.
- Making pupils aware of our behaviour and anti-bullying policies.
- 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 all pupils 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.

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 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 organizing the activity and is stored with the completed risk assessment.

Equality objectives (please see the Single Equality Scheme for details)

Objective 1

All new and existing policies, procedures and practices to undergo an equality impact assessment as part of the review process.

Objective 2

Representative governors and Leadership Team members to attend refresher training on Equality and Diversity to ensure a strong understanding of their responsibilities, to have an up-to-date picture of the issues facing schools generally, and to develop their understanding of different races and cultures, and the impact this has on us in the UK.

Objective 3

Refresh and embed the No Outsiders approach so that teachers know how to take account of diversity and promote equality and inclusion in their teaching.

Objective 4

Ensure that 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. Leaders are clear about their responsibilities in the recruitment and selection of staff, to ensure equality for candidates and that we recruit the best person for each role.

How We Will Achieve Our Objectives

We will achieve our equality objectives by:

• Recognising the individual circumstances and needs of our pupils and community and maintaining high aspirations for all
• Ensuring pastoral support is as strong as academic provision
• Monitoring attainment, attendance, behaviour and participation data to identify and address any inequalities
• Consulting with pupils, parents, staff and governors
• Ensuring all pupils have equality of access to a broad and balanced curriculum
• Identifying and removing barriers to learning and participation
• Making reasonable adjustments where required

• Providing a wide range of enrichment opportunities for all pupils
• Responding effectively to the needs of pupils who join the school during the academic year
• Ensuring staff receive appropriate equality, diversity and inclusion training.

Dealing with Prejudice

Swalecliffe Community Primary School does not tolerate prejudice-related incidents or discriminatory behaviour of any kind.

The school will challenge and address any incidents of discrimination promptly and appropriately in accordance with school policies and procedures.

We encourage pupils to:

• Understand and respect differences
• Celebrate diversity
• Be inclusive of others
• Challenge prejudice
• Report discriminatory language or behaviour

Staff are expected to:

• Promote equality and diversity
• Model respectful and inclusive behaviour
• Challenge discriminatory attitudes and language
• Foster positive relationships throughout the school community.

Equality and Dignity in the Workplace

The school is committed to equality of opportunity for all staff and applicants.

No employee or applicant will receive less favourable treatment because of:

• Age
• Disability
• Gender reassignment
• Marriage and civil partnership
• Pregnancy and maternity
• Race
• Religion or belief
• Sex
• Sexual orientation

The school will promote a working environment that values diversity, inclusion, dignity and mutual respect.

All staff are expected to support the school's commitment to equality and act in accordance with this policy.

Monitoring arrangements

The EHT or Head of School will update the equality information we publish every year.
This document will be approved by the FGB annually.
The Accessibility plan will be reviewed by the FGB at least every 4 years.

Links with other documents

- Single Equality Scheme
- Accessibility plan
- SEND Policy
- SEN Information Report