

Equality Information & Objectives Policy

The Federation of Boldmere Schools



Version : July 2023

Ratified by the Governing Body: July 2023

Signed by the Governing Body: Chair: Mr G Bloom

To be reviewed: July 2027

Equality Information & Objectives

1. Statement and Principles

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same but giving them equality of opportunity. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys.
- Gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- Gay people as well as straight.

2. Aims

Our 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

3. 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.

4. 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 they are reviewed and updated at least once every four years.
- Support the drive of equality, diversity and equality in our setting.
- Keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the previously mentioned guiding principles.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the SLT, Heads of school and the Executive Head Teacher.

The School Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors accordingly.
- Ensure there is collective responsibility and accountability in order to achieve the objectives set.

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.
- Attend all relevant professional development as directed.

5. 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 and professional development opportunities. Where this has been discussed during a meeting it is recorded in the meeting minutes.

6. Advancing equality of opportunity

- We know the needs of our school population very well, we collect and analyse data in order to inform our planning and identify targets to achieve whole school improvements.
- We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate English and Maths skills.
- We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability/vulnerability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters

such as race, gender, disability and sexuality, to ensure equality at our schools.

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school have accessibility plans that are renewed every 3 years when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.
- The actions taken will be designed to meet the school's Equality Objectives.

7. Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

8. 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 Special Educational Needs or disabilities.
- Has equivalent facilities for boys and girls.
- Take in to account and individual needs that have been identified as part of their provision.
- Will cause offence in any way to the individual attending.
- Will be with other pupils from other schools and consider the impact of this through a considered risk assessment of each trip/activity.

9. Publishing Equality Objectives

We identify and publish equalities objectives on a four-year cycle. The objectives are reviewed each year by the governing body.

10. Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- Staff professional development will focus on ensuring that there is a clear understanding of the equality and diversity and how this impacts positively upon our curriculum delivery.
- Staff will work to ensure that there is a clear understanding of and any overcoming of unconscious bias and respond effectively to prejudice and racist related incidents.

11. Monitoring and Review arrangements

The governing board will update the equality information we publish where necessary, at least every year.

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

This document will be approved by the governing board.

12. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Headteacher and governing board.

13. Links with other policies

This document links to the following policies:

- Accessibility plan ▪ P.S.H.E ▪ SEND
- Risk assessment ▪ R.H.S.E

EQUALITY ACTION PLAN FOR PROTECTED CHARACTERISTICS				
Action	Impact Measures	Who is responsible for implementation	Timescale	Success Criteria
Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Include question about parent awareness of Equality Scheme in annual survey	SLT/Heads of school/Exec HT & designated member of staff/FGB	Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents to be made aware of the Equality Plan
Consider being a 'Rights Respecting school'	Children are able to vocalise rights, children's actions and behaviours embody the children's rights.	As above	Ongoing	Rights are embedded in lessons, units of work. Rights/values are displayed in all classrooms and linked to displays.

Rigorous analysis of data to ensure all pupils achieve. Identified groups of pupils targeted to raise attainment. Particular focus on Phonics and Reading in Reception and KS1/KS2	Termly assessments demonstrate strong progress. Report to Governors each term.	As above	Ongoing	Reading and phonics is extremely well taught and translates to over 75+% of pupils achieving the ELG for reading and 85+% of children passing the phonics screening in Y1
Ensure that the PSHE and wider curriculum/ Black History month promotes role models that young people positively identify with, which reflects the school's diversity	Increase in pupils' participation, confidence and achievement levels	History lead, through History lesson plans linked writing for a purpose.	Ongoing	Notable increase in participation and confidence of targeted groups
Ensure that displays in classrooms and corridors promote diversity and linked to British Values.	Increase in pupil participation, confidence and positive identity – monitor through RSHE	SLT/Heads of school/Exec HT /designated member of staff/FGB	Ongoing	More diversity reflected in school displays across all year groups

Signed Chair of Governors: Mr G Bloom



Date: 13.07.2023

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