Equality Information and Objectives Policy

Introductory notes

When the Equality Act 2010 was introduced fully in April 2011 there was no longer a statutory requirement that schools should draw up and publish equality schemes or policies. However, under the provisions of the Public Sector Equality Duty, all schools and academies are required to publish equalities information and to produce objectives on how they will enhance provision to ensure equality for all. These to be reviewed at least once every four years. It is therefore highly advisable for schools and academies to set out their equalities principles.

Legal framework

1. STAR MAT welcomes its 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, religion and sexual identity.

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

3. 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.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine 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:

- Whatever their age
- 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. 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:

- age
- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognized
- 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, women and men and younger and older people and an absence of sexual, homophobic and ageist 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:

- whatever their age
- 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
- younger and older people

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:

- persons of different ages
- 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.
- Persons of different sexual orientation.

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:

- Older as well as younger people
- 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.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- age
- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in, which we have been involved (principle 7), in relation to:

- age
- disability
- ethnicity, religion and culture
- gender.

5. We recongnise that the actions resulting from a policy statement such as this are what make a difference.

6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

Ethos and organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

   - pupils' progress, attainment and achievement
   - pupils' personal development, welfare and well-being
   - teaching styles and strategies
   - admissions and attendance
   - staff recruitment, retention and professional development
   - care, guidance and support
   - behaviour, discipline and exclusions
   - working in partnership with parents, carers and guardians
   - working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

    - prejudices around disability and special educational needs
    - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
    - prejudices reflecting sexism and homophobia.

11. There is guidance in staff handbooks on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. Our Local Governing Bodies (LGBs) are responsible for ensuring that the schools in STAR MAT comply with legislation and that this policy and its related procedures and action plans are implemented.

14. A member of the LGB has a watching brief regarding the implementation of this policy.

    Named Governor: Sarah Fawcett

15. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

Named SLT member: Dale Starr

17. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. 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.

Breaches of the policy

22. 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 headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broke down as appropriate according to disabilities and special educational

needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Features of the model

1. The model contains the following features.

    - The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.

    - There are references where appropriate to religious affiliation and identity.

    - There are references where appropriate to sexual identity and to challenging homophobia and ageism.

    - The duty to promote community cohesion is integrated into the policy particularly but not only in the third of the seven principles.

    - Age, disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.

    - The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particular the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).

Statement on Equality

Monk Fryston Primary school always interacts with others with an attitude of deep respect. This respect is based on the essential human dignity of each person. There is no room in a school for hatred, injustice, or a lack of charity or compassion. It is also true that all people have an inherent dignity and fundamental freedom that must be respected.

THE EQUALITY ACT 2010

The Act makes it unlawful to discriminate against, harass or victimise a pupil or potential pupil (subject to certain exceptions including those applying to schools with a religious character):

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

Protected characteristics

It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of the following protected characteristics:

- Age;
- Sex;
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment- this protection was introduced by the Act;
- Pregnancy or maternity – the Act extended this protection to pupils.

it is also unlawful to discriminate on the basis of association or perception i.e. because a person with whom the pupil or prospective pupil is associated has a protected characteristic, or if you think a person has a protected characteristic even if this is mistaken.

Therefore, at Monk Fryston, central to all aspects of school life are the following values:

- we provide a secure, caring and supportive environment in which pupils understand the difference between right and wrong, and high standards of behaviour are expected.
- we respect others, ensuring that every child has the right to learn and every teacher has the right to teach.
- we recognise, respect and encourage the use of imagination and creativity in learning, so that we nurture the individuality of every child and support the development of their unique identity and positive self-image.
- we promote Christian values whilst also developing understanding and appreciation of a range of cultures and faiths so that children show respect for the beliefs of others.
- we encourage excellence in both teaching and learning.
- we promote mutual respect and tolerance so that adults and children have a good working relationship and engage with British values.

- all staff are highly valued, highly motivated and part of a supportive, professional team.
- governors are supportive, involved and well informed. They are key members of the team.
- parents and carers are welcome partners and their contributions are encouraged and valued.
- we are central and valued within the community and the community is an extension of life in school.
- we encourage interest in exploring and improving understanding of local and global communities, enabling children to contribute positively to life in modern Britain.
- we are committed to partnership working and sector-led school improvement in line with our responsibilities as a National Teaching School.

VISION STATEMENT

"We aim to inspire a love of learning and provide the opportunities and encouragement for everyone to develop his or her full potential in meeting excellent standards of achievement and behaviour."

MISSION STATEMENT

"LOOK UP! AIM HIGH!"

Equality Objectives

To review:

a. Provision for SEMH needs to ensure that the right level of pastoral care and curriculum opportunities are available to pupils

b. The approaches for all pupils with disabilities, ensuring that they have the right level of access to an appropriate curriculum

c. Staff skills and competencies to support all pupils, and particularly those with disabilities

d. Provision for disadvantaged pupils so that barriers to achievement are addressed and they make excellent progress

Action Plan

Contents

Statement of intent
1. Planning duty 1: Physical environment
2. Planning duty 2: Curriculum
3. Planning duty 3: Information

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Monk Fryston School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.
This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Equality Action Plans

KEY ISSUE
Improving awareness of SEMH and how we can adjust provision to meet needs: (short term)

Success criteria
- Raised confidence of staff in strategies for effective strategies to increase pupil participation.
- All staff aware of individual pupils' access needs.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of staff in understanding the impact of SEMH issues by raising awareness and understanding how to make adjustments in provision	SENCo Headteacher	Sept 18	July 2019	INSET & training time	Designated Governor	Mental Health awareness day 10/10/18 Thrive awareness training 24/10/18
Ensure all staff have access to specific training on mental health issues. a. Provide opportunities to access Compass Buzz training b. Staff training in SEMH strategies	SENCo	Sept 2018	July 2019	CPD costs (to £1000 total) Release time	Designated Governor and HT	
Ensure all staff are aware of children in receipt of the Pupil Premium and how to meet their needs: a. Maintain system of support plans including access plans for Pupil Premium children. b. Maintain system for information to be shared with appropriate staff.	SENCo/ Pupil Premium champion	Sept 2018	July 19		Designated Governor and HT	

KEY ISSUE
Improving access the curriculum (medium term)

Success criteria:

- All children in school able to access all school trips and take part in range of activities.
- All children able to access PE and disabled children more able to excel in sports.
- Gradual introduction of disability issues into all curriculum areas,

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure all school trips and camps are accessible to all. a. Develop guidance for staff on making trips accessible. b. Ensure that school visits cater for disabled pupils and venues are inclusive	Headteacher EVC	Sept 2018	July 2019		Designated Governor	
Continually review PE Curriculum to make PE accessible to all. a. Gather information in accessible PE and Disability Sports b. Review PE curriculum to include disability sports. c. Self-evaluate using Games Mark resources to identify areas for further development	PE Coordinator	Jan 19	July 20		Designated Governor and HT	
Review all curriculum areas to include equality issues: a. Include specific reference to disability equality in all curriculum reviews. b. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address equality issues. c. Assemble resources to reflect diversity throughout the curriculum d. Have section on equality and curriculum access for vulnerable pupils on planning sheets.	Curriculum Coordinator/ SLT/Subject leaders	Sept 2018	July 2020		Designated Governor and HT	

KEY ISSUE
Improving access to curriculum (long term)

Success criteria:
- All staff confident and consistent in range of inclusion strategies and use of alternative recording.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Develop consistent approach to inclusion and alternative recording in school. a. Ensure best practice is reflected in current planning policies and proforma b. Continue to share good practice at TLCs and staff meetings.	SLT	Nov 2018	Sept 2020		Designated Governor and HT	
Ensure vulnerable children participate equally in after school and lunch time activities. a. Monitor participation in clubs at lunch and after school by vulnerable children. b. Organise additional activities for excluded pupils.	KMc/ HT	Dec 2018	July 2020		Designated Governor and HT	
Ensure all staff have undertaken equality training. a. Set up staff training for all staff on disability equality. b. Ensure new staff have inclusion training as part of induction.	Headteacher	Oct 2018	July 2020		Designated Governor and HT	