

# **Equalities Objectives**

**2019-2020**

## **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.

This document also complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

The governing body 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 year
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

**The governors will:**

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The Headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and pupil
- Monitor success in achieving the objectives and report back to governors

**The designated member of staff for equality will:**

- Support the Headteacher in promoting knowledge and understanding of the equalities objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

**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

**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/staff 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:**

- Record 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- Record further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **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 deal with tensions between different groups of pupils within the school
- 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
- 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

## **Policy Commitments**

### **Promoting Equality - Curriculum**

**We aim to provide all our pupils with a culturally diverse curriculum that gives them the opportunity to succeed. To achieve this we will ensure:**

- Planning reflects a commitment to equality in all subject areas and cross curriculum
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experiences of pupils and families of the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs

All pupils have access to incentives which recognise achievement and promote progression.

### **Promoting Equality: Achievement**

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability social background and sexual orientation.
- To secure the best possible outcomes

### **We recognise that:**

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning

### **Promoting Equality: The Ethos and culture of the school**

- At James Cambell Primary School Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

### **Promoting Equality: Staff Recruitment and Professional Development**

- All externally advertised posts are open to the widest pool of applicants
- Staff involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities objective and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equality objective and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and senior staff are responsible for recording and monitoring incidents
- The school reports to Governors, on a termly basis, the number of prejudice related incidents recorded in the school

## **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

James Cambell Primary School Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums and annual surveys, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome
- Provide extensive support to parents of vulnerable pupils or who may be vulnerable themselves

## **Responsibility for the Policy**

All members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

The school complies with all equalities legislation relevant to the school community;

The school's equality objective is maintained and updated regularly; and that examples of actions taken to ensure equality are easily identifiable (these may be included within the School Development Plan, the Self Evaluation Document, the school's Accessibility Plan or may be stand-alone documents);

The actions, procedures and strategies related to the policy are implemented;

The school governors will have an overview, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

## **The Headteacher and Senior Leadership team have responsibility for:**

In partnership with the Governing body, providing leadership and vision in respect of equality;

- Overseeing the implementation of the equality objective
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equality objective
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

## **All school staff have responsibility for:**

- The implementation of the school's equality objective and schemes

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

James Cambell Primary School Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives 2017 - 2021 are as follows:

- To promote understanding and respect for differences
- To narrow the pupil premium gap in Reading, Writing and Maths in all year groups
- Achieve greater consistency in the progress of pupils with special educational needs and disabilities (SEND)

### **Measuring Impact**

The equality objective and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be completed as part of the normal cycle of school self-evaluation and review.

### **Links with other policies**

This document links to the following policies:

- Accessibility Plan
- Behaviour Management Policy
- School Improvement Plan
- SEND policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Curriculum Policy

Equalities Objectives: James Cambell Primary School Primary School

Equality	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
To promote understanding and respect for difference	<p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</p> <p>Organising trips based around the local community.</p> <p>Make sure school council representatives come from a range of backgrounds.</p> <p>Select curriculum content from a range of cultures that children can identify with.</p>	Increase in pupil participation, confidence and positive identity – monitor through the curriculum	All staff	Ongoing until review in Summer 2021	More diversity reflected in school displays across all year groups
To narrow the pupil premium gaps in all year groups for reading ,writing and maths	<p>Review quality first teaching and interventions in place for focus children</p> <p>SLT and /SENCO to offer support where required.</p> <p>Booster classes</p> <p>Extra-curricular activities</p> <p>CPD</p> <p>Cultural capital activities. I.e. trips and visitors.</p>	Achievement data analysed and compared for those who receive pupil premium with those who do not.	Headteacher / Governing body Class teachers	Ongoing until review in Summer 2021	Achievement gap is reduced and or closed.



<p>To achieve greater consistency in the progress of pupils with special educational needs and disabilities ((SEND))</p>	<p>Review quality first teaching and interventions in place for focus children</p> <p>SLT and SENCO to offer support where required.</p> <p>Extra-curricular activities</p> <p>CPD</p> <p>Cultural capital activities. I.e. trips and visitors.</p>	<p>Achievement data analysed and compared for those who have SEND and those who do not.</p>	<p>Headteacher / Governing body Class teachers and Inclusion team</p>	<p>Ongoing until review in Summer 2021</p>	<p>Analysis of teacher assessments in progress meetings/ annual data demonstrates the gap is narrowing for SEND groups.</p>
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