

Jesse Gray Primary



Equality Policy - information and objectives

2019

Approved by: Full Governing Body

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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.

A protected characteristic under the act, covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

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, and that they are reviewed and updated at least once every four years**
- **Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher**

The equality link governor is Liz Hopkins. They will:

- **Meet with the designated member of staff for equality every year 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 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**

The designated members of staff for equality will:

- **Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils**
- **Meet with the equality link governor every annually to raise and discuss any issues applicable)**
- **Support the headteacher in identifying any staff training needs, and deliver training as necessary**

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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:

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

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 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

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

Objective 1 will ensure equality statement included in our risk assessment/EVC procedures. This is recorded on our risk assessment documentation when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

“This trip has been evaluated with regard to Equality Duty [PSED] ensuring equality for all staff & pupils with protected characteristics”

Current practice:

- ***We undertake an analysis of recruitment data and trends with regard to race, gender and disability by July each year, and report on this to the staffing and pay sub-committee of the governing board.***
- ***Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.***
- **Following Equality statement is added to all school policies from June 19:**

Equality statement

Our school meets 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

Equality objectives

Objective 1 - *We will ensure equality statement & evaluation included in our risk assessment/EVC procedures.*

Why we have chosen this objective: We wish to include Equality evaluation in our risk assessment documentation when planning school trips and activities.

To achieve this objective we plan to:

- 1. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.**
- 2. Following wording will be added to our RA documents.: “This trip has been evaluated with regard to Equality Duty [PSED] ensuring equality for all staff & pupils with protected characteristics”**

Progress we are making towards this objective:

Objective 2 - *Day to day teaching and learning activities are evaluated carefully with regard to equal access for all pupils with protected characteristics.*

Why we have chosen this objective: to ensure we have in place a reasonable adjustment agreement for these pupils to meet their needs better and ensure that any disadvantages they experience are addressed.

To achieve this objective we plan to: train staff and build this into day to day planning practice.

Progress we are making towards this objective:

Objective 3 - : *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information to help address the under-representation of people with disabilities in the school workforce.*



Why we have chosen this objective: Safer recruitment practice includes this but we wish to employ the two ticks methodology specifically.

To achieve this objective we plan to: led by SBM , develop safer recruitment documentation to include “Two Ticks” approach.

Progress we are making towards this objective:

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 by Full Governing Body in Summer 2021 , least every 4 years.

This document approved by Full Governing Body on 24.6.19

10. Links with other policies

This document links to the following policies:

- **Accessibility plan**
- **Risk assessment**

Appendix

1 - Equality Impact Screening Tool

2- Equality Duty Parent Questionnaire

1. Equality Impact Screening Tool					
Name of Policy:			Date of completion:	Completed by:	
Equality Strand	Assessment of Potential Impact of policy/service (delete as appropriate)		Reason for impact decision	Are there any mitigating circumstances?	Actions Required (with timescales and name of responsible person)
Race	Positive/ Negative/ Neutral	Low/ Medium/ High			
Gender	Positive/ Negative/ Neutral	Low/ Medium/ High			
Disability	Positive/ Negative/ Neutral	Low/ Medium/ High			
Religion/Belief	Positive/ Negative/ Neutral	Low/ Medium/ High			
Sexual Orientation	Positive/ Negative/ Neutral	Low/ Medium/ High			
Age	Positive/ Negative/ Neutral	Low/ Medium/ High			
Gender Reassignment	Positive/ Negative/ Neutral	Low/ Medium/ High			
Pregnancy & Maternity	Positive/ Negative/ Neutral	Low/ Medium/ High			

Marriage & Civil Partnership	Positive/ Negative/ Neutral	Low/ Medium/ High			
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JESSE GRAY PRIMARY SCHOOL - Equality Duty

The Equality Duty is a piece of legislation which identifies several characteristics which organisations must consider in their planning and provision.

These are:

- Disability
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Marriage and civil partnerships

The definition of a disability that we work to at Jesse Gray is:

A disabled person is someone who has a 'Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

The definition of disability covers a wide range of impairments including Hearing or Visual Impairment, Physical or Mental health issues. If a person has been disabled in the past (for example, those recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life

If you feel any of the characteristics above, or the definition of disability, apply to you or any family member please indicate below if you wish to do so.

Please also indicate if there is anything we can do to ensure you (or any immediate family member affected) have full access to services at Jesse Gray.

Please give as much, or as little information as you feel is necessary. Continue on the other side if necessary. The information provided will be treated with appropriate discretion.

Child's name _____ Parent/Carer's Name _____