

## Rollesby Primary School and Nursery

### Equality Information and Objectives Policy

#### 1. Legislation

- 1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:
- Eliminate discrimination;
  - Advance equality of opportunity; and
  - Foster good relations.

- 1.2 Rollesby Primary School and Nursery fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

- 1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
  - Admissions;
  - Attendance;
  - Attainment;
  - Exclusions; and
  - Prejudice related incidents.

- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area. We also 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.

## 2. The Policy

- 2.1 Rollesby Primary School and Nursery’s Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

## 3. Our Ethos

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

## 4. Addressing Prejudice Related Incidents

- 4.1 The School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## 5. Objectives

- 5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the School’s current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<input type="checkbox"/> All pupils are assessed, monitored and tracked through Pupil Asset.

	<ul style="list-style-type: none"> <li>❑ Under-achievement is identified and appropriate intervention is applied.</li> <li>❑ Pupils are able to participate in a full range of extra-curricular opportunities.</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>❑ Pupils respect one another.</li> <li>❑ Pupils feel safe and valued.</li> <li>❑ Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>❑ All pupils experience 100% 'good or better' lessons.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>❑ The staff and governing body reflects the diversity of the School community.</li> <li>❑ No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>❑ The Headteacher is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

5.2 The School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

5.3 The School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

6.1 We believe that promoting equality is the whole School's responsibility.

6.2 How does the School eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The School does this by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, performance management and pay;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the School's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

<b>School Community</b>	<b>Responsibility</b>
School / Governing Body	Involving and engaging the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the School in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Facilitate the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	Support the School and the governing body in delivering a fair and equitable service to all stakeholders.

	<p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the School community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the School's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the School to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the School community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

## 7. The School's equality objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the School has established the following objectives for the period 2014-2016:

### 1. To raise the attainment of pupils who are eligible for Pupil Premium and those identified as having Special Educational Needs and /or Disabilities

This includes the following:

- Carry out in depth analysis across the school to identify strengths and weaknesses of SEND and Pupil Premium children and create target groups

- Develop effective support and interventions for SEND and Pupil Premium children
- Monitor and challenge progress and attainment of target groups every six weeks through data analysis, book scrutiny and assessment files. Review support and interventions

## **2. To develop the teaching and Learning across the school, ensuring equality of opportunity in each subject.**

This includes the following:

- Review apps currently on ipads to establish the most effective tools for teaching and learning. Progress of pupils with SEND is accelerated.
- Ensuring that pupils are able to access the full range of arts and culture education within an inclusive curriculum.

## **3. To become an outstanding school**

This includes:

- To rigorously monitor the progress of **all** groups (FSM6, SEND, Gender, Gifted and Talented etc.) Pupil performance data is analysed and effective interventions are put in place to accelerate progress.

Agreed by The Full Governing Body      Autumn 2017

To be reviewed                                  Autumn 2018