



Equality Policy and Objectives

Member of staff responsible:	Andy Herbert	Date: July 2019
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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.

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

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 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 member of staff for equality is Beverley Wright, Deputy Headteacher.

The designated member 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 term to raise and discuss any issues
- 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. All new staff receive a formal induction process and the Equality Objectives and procedures are highlighted during this time.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and report back to SLT and governors, making them 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 (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.)
- 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 (upon request) 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

Clifton with Rawcliffe Primary 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 which support equality and anti-discrimination.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example: pastoral interventions, assemblies, parental meetings etc.
- Our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All students are encouraged to take part in student voice.
- All pupils are encouraged to participate in the school's activities, including trips and extra-curricular activities.
- We work with parents to promote knowledge and understanding of different cultures

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 (using Evolve Risk Assessment system) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment (Evolve) and is part of the student information check list.

8. Equality objectives

Objective 1: To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including: gender; sexuality, race and religion.

Why we have chosen this objective:

To achieve this objective we plan to: Review and publicize our PSHE provision which explicitly promotes celebration and support of people with protected characteristics. This may include assemblies, talks, in class activities and enrichment days.

Progress we are making towards this objective:

- Whole school assemblies have included a focus on the lives of people with disabilities and special characteristics.
- A review of all PSHE curriculum provision is underway and due to be completed by Easter 2019.

Objective 2: To raise awareness and maximise the outcomes for students with a disability, with a particular focus on developing strategies to support students to make good progress and have equal access to all curriculum activities whatever their background and economic status.

Why we have chosen this objective: We have an increasing number of students with a disability.

To achieve this objective we plan to: Develop staff's understanding of disabilities within the school and provide ongoing CPD for staff, identifying practical strategies to remove barriers for students with disabilities.

Progress we are making towards this objective:

- Staff have been given training on how to effectively teach and engage with students who have a hearing impairment.
- Extra-curricular activities have been introduced to raise the profile of sign language etc.
- Students have been given assemblies which highlight the impact of disability.

Objective 3: To address gender differences in attainment and progress for children as they move through the school to ensure boys are achieving equally as well as girls in Reading and Writing and girls as boys in Maths:

Why we have chosen this objective: School data shows inequalities exist between boys and girls in core subject data.

To achieve this objective we plan to: deliver specific lessons through SLT and TA staff for those who need them, develop the confidence of girls to speak up and discuss their ideas in Maths, to enhance the skills of boys who do not yet see themselves as readers or writers and to look at the wider issues of gender stereotyping through assemblies and in class discussions.

Progress we are making towards this objective:

- Specific sessions for girls Maths delivered by deputy head (KD) have started
- STEM activities will continue to be arranged for girls to develop their aspirations

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure our recruitment processes are rigorous and select the most suitable candidates for the school whilst seeking to employ a diverse and representative workforce.

To achieve this objective we plan to:

- Ensure all staff completing interviews have been trained on "Safer Recruitment"
- Ensure all applications are appropriately anonymized.
- Ensure a consistent approach to all interviews.

Progress we are making towards this objective:

- All staff who complete interviews and the Chair of Governors have completed the Safer Recruitment training.

9. Monitoring arrangements

The Deputy Headteacher, in associate with the head teacher, will update the equality information we publish at least every year.

This document will be reviewed by governors, Deputy Headteacher, pastoral care staff and head teacher at least every 4 years.

This document will be approved by the governors.