

Newton Flotman Church of England Primary School



Equality Objectives and Information Policy

Policy agreed by: _____

Date: January 2017

Review Date: January 2018

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 The School 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 The School'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

Newton Flotman Church of England Primary School is an inclusive learning community, which is based on Christian values, such as love and forgiveness, acceptance and respect, nurture and enjoyment. Our children feel safe and valued within a creative and supportive environment.

Every child is encouraged to be independent and to reach their full potential in all areas of the curriculum.

We learn to Love, Enjoy, Accept, Respect, Nurture

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 fare 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 compliance with the Act, objectives are set annually. Detailed below are the School's current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"><input type="checkbox"/> All pupils are assessed, monitored and tracked through the school.<input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied.<input type="checkbox"/> Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none"><input type="checkbox"/> Pupils respect one another.<input type="checkbox"/> Pupils feel safe and valued.<input type="checkbox"/> Pupils, staff and parents know that misconduct will be challenged.
Teaching	<ul style="list-style-type: none"><input type="checkbox"/> All pupils experience 100% 'good or better' lessons.
Leadership and Management	<ul style="list-style-type: none"><input type="checkbox"/> The staff and governing body reflects the diversity of the School community.<input type="checkbox"/> 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.<input type="checkbox"/> The headteacher, Jeremy Johns, is responsible for the

	collection, analysis and publication of equality data including the recording of prejudice-related incidents. <input type="checkbox"/> The nominated Equality Governor is XXXXXXXXXXXX.
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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, recruitment and selection, pay and anti harassment policy;
- (c) Personal, social, health, economic and citizenship education, Sex and relationships education, 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.

School Community	Responsibility
School / Governing Body of each School	Involving and engaging the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: 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. 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.
Senior Leadership Team	To support the Headteacher as above. 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.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the School and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the School community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	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. 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.
Pupils	Supporting the School to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	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 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.

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 2015-2017:

Equality Strand	Action	Who? When	Intended impact?
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. Question about parent awareness of Equality Scheme in annual survey.	HT/Govs Annually in Sept	<i>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan</i>
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	AHT Sept	<i>School council representation monitored by race, gender, disability Diversity in school council membership maintained.</i>
Community cohesion	Annual multicultural week focusing on one continent	Ongoing	<i>Increased awareness of different communities amongst pupils</i>
	Residential trip to London	HT, Y5 & Y6 teachers	<i>Ditto</i>
	Seek links to other schools with greater diversity than our own: via www.bigclassroom.co.uk	2016-2017 HT	<i>Ditto</i>
Disability equality	Ensure that car park is accessible and safe for disabled users – all families wishing to use car park must register with office first, with priority given to blue badge holders	2016 onwards HT & office	<i>Disabled users always able to find space</i>
	Widen path to give easy access to all visitors	2017 HT & Govs	
	Replace steps to Class 3 fire exit with ramp	2017 HT & Govs	
English as an additional language	Provide google-translated versions of school reports for families	2016 onwards HT & office	<i>All families access information and feel valued</i>

Previous progress with equality:

Objective	Actions	Impact
a) 2012 To engage harder-to-reach families	Employ PSA. HT on home visits.	Improved relations. Families attended most events inc workshops & 1:1 numeracy support.
b) 2013 To maximise involvement in school for Jehovah's Witness children	Change expectations for collective worship. Negotiate attendance around Christmas, Easter, end of term Church services.	Family supportive of school and children in school. Poorer attendance than others.
c) 2013 To provide access to computers and the internet for disadvantaged families	Computer Club, Homework Cafe, Code Club. Prioritised access.	All families can access internet eg Y4 2016
d) 2014 To improve attendance for children eligible for Free School Meals	Half-yearly register sharing with families. Review Medications Policy & publish info. Attendance leaflet.	Gap closed.
e) 2014 To improve observance of car park disability space	Sign created. Space monitored. Delivery vehicles prevented from using space.	Space always available.
f) 2015 To improve outcomes for boys in writing		