

Equality information and objectives

Sherrier C of E Primary School



Approved by: John Haggart (Chair of Governors) **Date:** April 2018

Last reviewed on: 14th March 2018

Next review due by: March 2022

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	5
10. Links with other policies	5

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](#).

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 Governing Body will:

- Meet with the designated member of staff for equality 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
- Identify 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.

The Headteacher liaises with the Chair of Governors regarding any issues and makes senior leaders 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 one of the 9 protected characteristics (see Appendix 1) they have (e.g. pupils or staff with disabilities, or gay pupils or staff who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 and celebrating diversity, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. At Sherrier, this includes teaching in Religious Education (RE) and pupils are involved in thought-provoking inquiries in Philosophy for Children (P4C) to support and develop dialogue around all aspects of equality. 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

As from Summer term 2018, 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. 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.

8. Equality objectives

Objective 1; *Develop systems to ensure Impact Statements are undertaken when reviewing policies or risk assessments for school visits*

Why we have chosen this objective: To ensure all aspects of the 9 Protected Characteristics are considered when developing

To achieve this objective we plan to:

- Improve our understanding of the 9 Protected Characteristics
- Write an appropriate update to the Risk Assessment format

Progress we are making towards this objective:

- Kellie Roche attended Stonewall Training March 2018 to understand how Sherrier can positively approach issues relating to homophobia, gender identification etc

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: Attendance is an average of 96% for staff but patterns and trends in staff absence need further explanation

To achieve this objective we plan to:

- Meet with any person with a lower than 96% attendance to establish any issues
- Establish a way of meeting after every return to work

Progress we are making towards this objective:

- Return to Work after long term sick has established positive reasonable adjustments

Objective 3: Increase access for pupils to a wider range of resources to promote diversity

Why we have chosen this objective: Our Sherrier profile is predominantly White British School. We have very few resources to promote diversity across the curriculum

To achieve this objective, we plan to:

- Audit resources
- Prioritise resources to order that will have most impact on learning for different ages

Progress we are making towards this objective:

- P4C week beginning November 15th 2017 promoted learning around Anti –bullying theme of “All Different, All Equal”
- RE work is focusing on other world religions to ensure pupils are learning about a wide range of beliefs and cultures

Objective 4: Reduce gender stereotyping

Why we have chosen this objective: Perceptions of children are gender specific (evidence from learning / environment walks)

To achieve this objective we plan to:

- Collate what is working well and even better ifs
- Involve School Council

Progress we are making towards this objective:

9. Monitoring arrangements

The Governing Body along with the Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Chair of Governors.

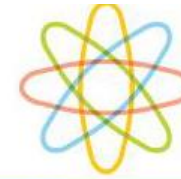
10. Links with other policies

This document links to the following policies:

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

The 9 Protected Characteristics

As defined within the Equality Act (2010)



**diverse
cymru**

Promoting equality for all
Hyrwyddo cydraddoldeb i bawb

Age

This refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).



Belief and Non-Belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief or Atheism.

Generally, a belief should affect your life choices or the way you live for it to be included in the definition.



Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.



Gender Reassignment

The process of transitioning from one gender to another.



Marriage and Civil Partnership

In England and Wales marriage is a union between same sex or opposite sex couples. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'.

Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).



Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.



Race

Refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.



Sex (Gender)

A man or a woman.



Sexual Orientation

A person's attraction towards their own gender, the opposite gender or more than one gender

