



St Bartholomew's Primary School

Equalities Information and Objectives Policy

Last updated: 15th April 2021

Contents:

Statement of intent

1. Legal framework
2. Principles and aims
3. Roles and responsibilities
4. Equality objectives
5. Collecting and using information
6. Publishing information
7. Promoting equality
8. Addressing prejudice related incidents
9. Curriculum
10. Monitoring and review

Statement of intent

St Bartholomew's Primary School is committed to promoting equal opportunities in education. We recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will identify a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Signed by:

S. Davies

Headteacher

Date: 1.7.2021

R. Sutton

Chair of governors

Date: 1.7.2021

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- 1.2. This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
- 1.3. This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Complaints Procedures Policy
 - Equal Opportunities Policy
- 1.4. The Equality Act 2010 is the framework for equality protections within schools and prescribes the Public Sector Equality Duty (PSED) which requires that public bodies, including schools, in carrying out their functions, must have due regard to the need to:
 - 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;
 - Foster good relations across all characteristics.
- 1.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- 1.6. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.7. Protected characteristics, under the Act, are as follows:
 - Age
 - Disability

- Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- 1.8. In relation to schools, age and marriage and civil partnership are not relevant protected characteristics in respect of the school's duties towards its pupils.
- 1.9. As a designated Church of England voluntary-aided school, the school may give priority in admissions to members of its own religion. Please see the school's Admissions Policy for further information. There are also exceptions in the Equality Act in relation to the provision of education and acts of worship which mean that the school does not discriminate against pupils in these aspects due to its religious designation.
- 1.10. Save in respect of statutory exceptions for religion and belief due to the designated religious character of the school, the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions.
 - In the way it provides education for pupils.
 - In the way it provides pupils access to any benefit, facility or service.
 - By excluding a pupil or subjecting them to any other detriment.
- 1.11. The responsible body for this school is the governing board.
- 1.12. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.
- 1.13. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities Policy.
- 1.14. The content of the school curriculum is excluded from the protections in respect of protected characteristics under the Act. However, the school will not discriminate against pupils in the delivery of or access to the school curriculum.

2. Principles and aims

- 2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life. The school will make reasonable adjustments, to enable disabled pupils to participate in and benefit from all aspects of school life. Where a disabled person would be at a substantial disadvantage without an auxiliary aid, the school will take reasonable steps to provide an auxiliary aid.
- 2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10. Save as lawfully excepted in relation to faith admissions, the school's Admissions Policy will not discriminate against any protected characteristic in any way.
- 2.11. The school will:
 - Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing body.
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Seek to reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

3.1. The governing body will:

- Ensure that the governing body and the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way, save as permitted under lawful exceptions due to the religious character of the school.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement this policy and its procedures and comply with them.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.

- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Publish information relating to persons who share a relevant protected characteristic who are affected by the school's policies and practices as required by law. Due to the size of the school, only pupil-related data will be published. This will be done anonymously to protect pupil identities.

3.3. Employees will:

- Comply with this policy.
- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Consider equality impacts in relation to key decisions, policies, and activities.
- Not discriminate against or harass any pupil or other staff member.

3.4. Pupils will:

- Not discriminate against or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their class teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3.5. The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Act 2010, and advancing equality of opportunity.

4. Equality objectives

- 4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established specific objectives – see appendix 1.
- 4.2. The school will update all published equality data annually or otherwise with such frequency as required by law and will publish its objectives at least every four years.

5. Collecting and using information

- 5.1. The school will collect equality information for the purpose of compliance with its obligations under the Act, which will include:
 - Identifying key issues.
 - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 5.2. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
 - Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of women on maternity leave
 - Return to work of disabled employees following sick leave relating to their disabilities
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving
- 5.3. The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.
- 5.4. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6. Publishing information

- 6.1. The school will publish information at such intervals required by law to demonstrate its compliance with the Act.
- 6.2. The school will publish findings in an annual headteacher's report.

7. Promoting equality

- 7.1. In order to meet our objectives, the school has identified the priorities outlined in appendix 1.
- 7.2. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
- 7.3. Equality objectives will be published at least every four years commencing on the date of the last publication.
- 7.4. Bullying and prejudice will be carefully monitored and dealt with accordingly.
- 7.5. Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

- 8.1. The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.
- 8.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 8.3. If incidents continue to occur, the school will address them immediately and report them to the LA, as appropriate.

9. Curriculum

- 9.1. The content of the school curriculum as well of acts of worship and teaching in relation to the school's designated religion is excluded from the protections in respect of protected characteristics under the Act. However, pupils will not be discriminated against in the delivery of or access to the curriculum.
- 9.2. The school will make all reasonable efforts to ensure that pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

- 9.3. When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 9.4. When teaching the curriculum, will not subject individuals to discrimination.
- 9.5. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- 9.6. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

10. Monitoring and review

- 10.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 10.2. The policy will be monitored and evaluated by the headteacher and governing body in relation to:
 - Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 10.3. Any changes made to this policy will be approved by the governing body and communicated to all members of staff.

Appendix 1

Objective 1	
Identified concern:	Pupil voice – diversity, inclusion and representation
Objective:	To establish a diversity and inclusion council with representatives from classes across the school. Name to be confirmed by children during first session.
Aim:	To follow the same model as the existing and successful school and eco councils with a specific focus on diversity and inclusion. Pupils across the school will feel that they have a voice and are able to work together to raise ideas
Action:	<p>To achieve this objective, the school will:</p> <ul style="list-style-type: none"> • Discuss the purpose of the council with pupils and create a collaborative terms of reference • Hold class elections each term to select representatives from each class and ensure diverse representation across the school year • Commit to holding a diversity council meeting once a half-term • Record minutes to be shared on a diversity display in school
Responsibility:	MLW – Assistant Head and member of SLT
Affected parties:	Pupils and staff
Timescales:	<p>Ongoing</p> <ul style="list-style-type: none"> • March 2021 – creating terms of reference in collaboration with pupils • March 2021 – election of first class representatives • April 2021 – first meeting to be held
Success criteria:	<ul style="list-style-type: none"> - the diversity council will be created with clear terms of reference - pupils from across the school will have the opportunity to represent their class on the council - all pupils will feel that they have a mechanism for sharing ideas and raising any worries that they have concerning diversity, inclusion and representation - the council will meet regularly and minute the discussions held and actions taken

Objective 2

Identified concern:	Creating an autism friendly environment across the school. Across the school we have a number of children who have a diagnosis of autism and many other children who would benefit from autism-focussed strategies and consistency. We are specifically concerned about supporting the needs of children as they move up the school, through upper KS2 and prepare for the transition to secondary school.
Objective:	To develop a consistently autism friendly learning environment across the school with a standardised set of visual support materials in place in all classrooms.
Aim:	The school has worked hard to develop learning environments and inclusive provision over the last 5 years but there is still not complete consistency in approach and resources in all year groups.
Action:	To achieve this objective, the school will: <ul style="list-style-type: none"> • Ensure that all staff receive additional training from autism outreach/specialist teacher; • Complete an audit of all classrooms and other learning environments (e.g. group rooms, music room); • Agree and create a set of visual resources to be used in all areas across the school; and • Work with pupils and parents to implement the use of these materials effectively – including considering the sharing of resources between school and home.
Responsibility:	CJ, AM, SLT
Affected parties:	Pupils, staff, parents
Timescales:	Ongoing. <ul style="list-style-type: none"> • March 2021 - Creation of audit materials • April 2021 – completing audit and staff training • Summer 2021 – creation of visual resources and further staff training • September 2021 – visual resources embedded across the school • Autumn 2021 – monitoring of implementation and impact
Success criteria:	<ul style="list-style-type: none"> - An audit will have been completed and discussed with staff - Visual resources will have been created and shared - A consistent approach will be evident across the school