



# Equality and Diversity Policy

<b>Approved by:</b>	Full governing body	<b>Date:</b> 19 <sup>th</sup> June 2023
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<b>Previously reviewed on:</b>	20 <sup>th</sup> June 2022
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<b>Next review due by:</b>	Summer 2024
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Chair of governor's signature

Mr Carl Logan

19 June 2023

A handwritten signature in black ink, appearing to read 'Mr Carl Logan', written over a light grey horizontal line.

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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 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 among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

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 regularly.

## 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › 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 data referenced above 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
- › We have set a **clear vision and values** which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.
- › We have **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.
- › We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability and one of our equalities objectives addresses this.
- › The governing body and school leaders involved in recruitment will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Another one of our equalities objectives addresses this.
- › Through a structured PSHE curriculum offer, assemblies, workshops and visits, equalities will be discussed with and taught to the children, exemplifying the British Values and school values that we believe in.
- › Staff are regularly reminded about the location of the whistle-blowing policy, should they need to raise a concern regarding discrimination.
- › The induction process includes the headteacher conveying the 'open door' message to new staff, to support them to raise concerns with a member of the leadership team.

### **Ways that we improve equality of opportunity and involve individuals affected by inequality**

- › We collect information on race, disability and gender for pupils and staff, which informs our planning, strategies and training opportunities.
- › Pupil achievement data is analysed by race and gender to look for patterns which suggest that our practice needs adapting.
- › Our curriculum, and extra-curricular offer includes opportunities to teach children about race, gender and disabilities.
- › All pupils are encouraged to play an active part in school life. Our school keeps logs of which children attend clubs; which children have had main parts in plays; which children have been on the school council; and which children are given additional responsibilities.
- › Bullying and incidents are monitored by race, disability and gender. Racist incidents are logged, fully investigated, and reported to governors.
- › Displays, lessons and discussions reflect the diversity of our school community. Assemblies celebrate people of different genders, races, and those with disabilities.
- › Our school takes part in awareness weeks to promote understanding of race, gender and disabilities.
- › School open events are made accessible to all visitors, and language barriers are considered.
- › The accessibility needs of families is considered before sending out information.
- › All parents, regardless of race, gender or disability are invited to nominate themselves as a parent governor.

## **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 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 and collective worship 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 all genders

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 for 2023-2024

### Objective 1

**Ensure that pupils have the opportunity to visit places of worship from religions other than Christianity.**

Why we have chosen this objective: Our trips and visit programme did not include regular visits to other places of worship.

To achieve this objective we plan to: arrange and undertake a visit to a non-Christian place of worship for at least two year groups this academic year, and increase it in the coming years. We also plan to arrange more virtual visits to non-Christian places of worship.

### Objective 2

**Increase awareness and understanding of invisible disabilities**

Why we have chosen this objective: we have seen an increased number of children being diagnosed with or presenting with neurodivergent conditions.

To achieve this objective we plan to: have staff and pupils arrange and lead assemblies on the invisible disabilities. We also plan to support pupils' parents to understand the that neurodivergent conditions should not necessarily exclude children from mainstream education.

### Objective 3

**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: We live in an ethnocentric community, and we want to ensure that we are giving full opportunities of employment to under-represented groups of people when recruiting and interviewing.

To achieve this objective we plan to: train recruitment staff regularly, and amend job adverts to reflect our commitment to employing under-represented groups of people.

### Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: We live in an ethnocentric community, and we want to ensure that we are giving full opportunities of employment to under-represented groups of people when recruiting and interviewing.

To achieve this objective we plan to: amend all job adverts, ensure that recruitment organisers are aware of the need to include the Two Ticks.

## 9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body.

## 10. Accessibility Plan

Accessibility Plan 2023-2026				
What?	Who?	How?	When?	Monitoring
<p>To be aware of the access needs of disabled staff, governors, pupils, parents/carers.</p> <p>All school staff and governors are aware of access issues</p>	<p>SENCo DS Govs</p>	<p>Create access plans for individual pupils as required.</p> <p>Ensure all adults can access areas for meetings</p> <p>Regular reminder through newsletter to ask parents/carers to let us know if they have problems accessing the school site</p> <p>Circulate relevant information to staff</p> <p>Regular reminders to parents/carers about parking in the disabled bay</p> <p>Liaise with pre-schools about children joining us in the new school year.</p>	<p>As required with each new admission and employee starting.</p>	<p>Premises committee SLT</p>
<p>Everyone has access to the school office areas</p>	<p>DS Govs Caretaker</p>	<p>Ensure that there is wheelchair access</p> <p>Keep the bell on the counter so that wheelchair users can get the attention of office staff.</p>	<p>Check daily for obstructions</p>	<p>Premises committee SLT</p>
<p>Maintain safe access for visually impaired people</p>	<p>DS Caretaker Govs</p>	<p>Check condition of yellow paint on edges regularly</p> <p>Check exterior lighting is working</p>	<p>½ termly checks for building</p> <p>Daily checks for obstacles on corridors and cloakrooms</p> <p>Extra checks with each new admission.</p>	<p>Premises committee SLT</p>

All disabled people can be evacuated safely	DS Govs SENCo	Appropriate fire evacuation procedure  Personal evacuation plan for disabled pupils  Staff are aware of their responsibilities (staff meeting and TA meeting)  Catches on outdoor gates to keep open in evacuation	Ongoing, but termly as part of the fire evacuation practice.	Premises committee SLT
Ensure there are enough fire exits around the school for people with a disability	DS All staff Govs	Ensure that all fire exits are kept clear	Daily check by HT and caretaker.  3 yearly fire risk assessment inspection  Termly fire evacuation audit.	Premises committee SLT

## Access to the Curriculum

What?	Who?	How?	When?	Monitoring
Ensure support staff have specific training on disability issues and conditions	DS SENCo	Use recommendations for trainers from local schools, and other outside agencies  Anxiety ADHD Autism Hearing aids	Audit of need done by September 2023	L&A committee SLT
Ensure all staff are aware of disabled children's curriculum access	DS SENCo	School-based plans as appropriate for children with disabilities  Advice from outside agencies involved	Completed by September 2023  Checked with each new admission.	L&A committee SLT

Ensure all staff are aware of curriculum access for pupils with diagnosed conditions		with children with a disability  Audit of children's needs		
All school visits and trips need to be accessible to all pupils	DS SENCO NG	Transport is checked or suitability  Individual pupils to be discusses with trip venue	Ongoing	L&A committee SLT
Ensure disabled children can take part in extra curricular activities	DS SENCo	Review all extra-curricular activities  Look at the needs of current children on record.	Ongoing	L&A committee SLT

## Access to information

What?	Who?	How?	When?	Monitoring
Signage around school to be in various languages.	DS NG	Office area, toilets, library signs to be made and displayed.	September 2023	Premises committee
Review access to information via newsletters	DS Office staff	Parent survey to find out preferred means of communication	Ongoing	HR & Communications committee

