



CHURCHAM PRIMARY SCHOOL

Public Sector Equities Duty Policy

Approved by:	Full Governing Body
Date:	25 May 2021
Next review due by:	May 2025

At Churcham Primary School we believe that everyone is unique and therefore encourage all members of our community to value and develop their own gifts and skills. We value one another's cultural inheritance and the diversity of languages and beliefs represented in our school. We believe in developing the whole person – socially, emotionally, creatively, physically, academically and spiritually – in an environment that is safe, calm and challenging.

We have high expectations for all our children and work hard to ensure that they achieve their full potential. We encourage confident and independent learning in an atmosphere where everyone can try out new challenges without fear of failure, so that our children acquire the enthusiasm and skills for life-long learning, develop questioning minds, respect each other and build up a community of love.

We are committed to:

- Providing a school with a strong ethos which is truly inclusive and actively celebrates diversity.
- Creating a safe, positive and welcoming atmosphere in which the values of love, justice, compassion, forgiveness and protection of the vulnerable are lived out.
- Building a community based on a love of learning, in which all children and adults participate with enthusiasm, enjoying each other's company and supporting each other to grow in knowledge and in self-esteem.
- Delivering a challenging, creative and rewarding curriculum, underpinned by high expectations of all children, which prepares them for happy, healthy, fulfilled, productive and well-rounded adult lives.
- Developing in our children self-discipline, social and environmental responsibility, and appropriate standards of behaviour, for the benefit of the whole community.
- Providing good role models of respectful, sensitive, trusting relationships, and ensuring that the same approach is nurtured amongst our children.
- Promoting a culture of self-reflection, continuing improvement and healthy work-life balance, to benefit both staff and children.
- Working in partnership with parents as joint educators of their children.
- Creating a learning community that all are proud to belong to and all will look back on with happy and affectionate memories.

Introduction

Churcham Primary School is an inclusive school where we believe that all members of our community are of equal worth. We demonstrate our commitment to this by prioritising the well-being and progress of every child in our school and by striving to ensure that all members of our community are treated fairly in all situations.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups represented in the school.

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.

Our approach to equality is based on the following 7 key principles:

- **All learners are of equal value.**

Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

- **We recognise, respect and value difference and understand that diversity is a strength.**

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- **We foster positive attitudes and relationships.**

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

- **We foster a shared sense of cohesion and belonging.**

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

- **We observe good equalities practice for our staff.**

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

- **We have the highest expectations of all our children.**

We expect that all pupils can make good progress and achieve to their highest potential, we work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics”, which are covered by this policy, but not as part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality

Duty and two specific duties:

The Public Sector Equality Duty or 'general duty'

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two 'specific duties'

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations. Appendix 2 shows the school's Equality Objectives for an Equality Action Plan

Development of the policy

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the OFSTED inspection framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we will ensure that information about our responsibilities under the Equality Act are also included in our school development plan, School Self Evaluation review, the school web site and correspondence with parents.

Our responsibilities under the Equality Act also inform policy and practice with regards to the school's behaviour, admissions (as undertaken by Gloucestershire), SEND and anti-bullying policies as well as minutes of meetings involving the Governing Body, the whole staff and School Council. The Equality Act also applies to schools in their role as employers.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

- We are aware of the Reasonable Adjustment duty for disabled pupils, which is designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher and Chair of Governors ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements (as undertaken by Gloucestershire) are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief. In principle, this also includes sexual orientation, gender reassignment, pregnancy or maternity, however in regards to pupils of primary school age, these will rarely apply. Wherever these protected characteristics do apply either in regards to new pupils or their parents / carers, the school will not treat their applications for a place in the school less favourably.

Behaviour and attendance

The school policies on behaviour and attendance will take account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs prejudices around race, religion or belief, for example anti-Semitism, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously and we keep a record of different prejudice-related incidents and provide a report to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

What we are doing to advance equality of opportunity between different groups

We know the needs of our pupils very well and collect and analyse data in order to inform our

planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions procedures.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate English and maths skills.

We collect and analyse data on the school population by gender and ethnicity, EAL, on the % of pupils identified as having a special educational need and / or disability and by year group.

We collect and analyse data on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We also collect, analyse and use data in relation to attendance and exclusions of different groups. We publish an analysis of standards reached by significant groups within the school at the end of Key Stage 2.

The school currently analyses, amongst other groups, the standards reached by the following groups:

- White British Free School Meals (FSM) and non-FSM
- Pupil Premium Funding (PP)
- English as an Additional Language (EAL)
- Looked after Children
- Special Educational Needs and Disabilities (SEN/D) My Plan & My Plan+
- EHCP

We are aware that the legislation relates mainly to current, but also to future pupils. We will, for example, be sufficiently prepared if a Hearing Impaired, EAL or SEND pupil joins our school with the purchase of hearing loops, trained support staff and by employing an exceptional SENDCO.

We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls and boys.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

The Governing Body reviews the Accessibility Plan and makes reasonable adjustments to increase the extent to which pupils with disability can participate in the curriculum, to improve the physical environment and to improve the availability of accessible information to disabled pupils and other users of the school premises.

Positive action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the parent questionnaires and consultations, parents-teacher conferences and other formal / informal feedback from parents and carers
- Review feedback and responses from Pupil Voice, from the School Council, PSHE lessons, whole school surveys on pupils'
- Analyse issues raised in Annual Reviews or reviews of progress on My Plans and Provision Maps
- Gather feedback from Parent Governors and other members of the Governing Body

Publishing equality objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Our Equality Objectives for 2020 - 22 are:

- We will strive to ensure that all pupils make at least, good progress in English and maths whilst attending our school. aspirational, realistic targets based upon prior attainment will be set for all pupils including those with Special educational Needs and Disabilities (SEND)
- We will continue to achieve a year on year reduction in the attainment gap in English and Maths at the end of KS2 between pupils within the school's identified groups (for example, those in receipt of pupil Premium funding)
- We will increase participation by FSM and SEND pupils in after school clubs, extracurricular

activities

- We will produce an Equality Action Plan that shows how we will achieve our objectives. This will be part of our School Development Plan for 2020/21
- We will monitor the impact of COVID lockdown on our FSM and SEND pupils and provide targeted support and intervention to ensure that any gaps and/or lost learning are addressed

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers. We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy. Governors annually review the Equality Policy and evaluate the success of the school's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Headteacher

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher has day-to-day responsibility for co-ordinating the implementation of the policy and for monitoring outcomes.

All Staff

All staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.
- All staff members will receive copies of the school's Equality Duty policy.

Equal opportunities for staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice in line with guidance from Gloucestershire LA.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development in line with the school's improvement priorities and performance management policy.

Monitoring and reviewing the policy

We review the information about equalities in the policy at least every two years and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Sharing the policy

This Equality Policy along with the Equality Objectives are available on the school website, in the staff handbook, as part of the induction for new staff and in reports to parents in the school newsletter. We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, collective worship, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and inclusion.

Appendix 1

Check list for school staff and governors

1. The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
2. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
3. The Equality Policy, Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
4. The school publishes information to demonstrate purposeful action on the general duties.
5. The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
6. The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
7. The Headteacher has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.
8. The school ensures that all staff understand and implement the key requirements of the Equality Policy.
9. The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
10. The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
11. All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
12. The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
13. Visual displays and multi-media resources reflect the diversity of today's society.
14. Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
15. The school takes part in annual events such as Black History Month, Holocaust Memorial Day etc. to raise awareness of issues around race, disability and gender.
16. The school environment is increasingly accessible to pupils, staff and visitors to the school with disabilities.
17. Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
18. The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
19. The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

Priorities/Action Points

Identify and remove gaps in performance between different groups of learners

- Analyse performance of Pupil Premium and SEND pupils compared to non-SEND/FSM
- Targeted intervention in place to close gaps
- Ongoing training for staff with meeting needs of all learners
- SENDCO/Pupil Premium Lead to monitor impact of intervention
- Under performing groups are focus for Pupil Progress Meetings

Participation in school activities

- Ensure off site visit venues meet the needs of all learners. Where possible, visit venue beforehand
- Increase staff ratios for off site visits to ensure 1:1/smaller group support can be provided
- Annual review of uptake in extracurricular activities. Are all groups represented? Revise programme on offer based on feedback from children and parents
- Use additional funding (Pupil Premium and/or High Needs) to fund additional activities, holiday clubs and residentials

Ensure pupils engage effectively in learning

- SENDCO to support staff with ordering resources for children with EG dyslexia and visual impairment
- Curriculum reviewed to ensure meets local context and reflects interests of pupils
- Ongoing training for staff with meeting needs of pupils
- Train an ELSA and implement programme

Foster good relations

- Ensure all incidents of bullying are reported and recorded
- Curriculum provides opportunities for understanding of different groups
- Children to explore different faiths and places of worship (see RE rolling programme)