



Park and Parkwall Primary Federation Equality Information and Objectives

**Working together to empower children to become
aspirational, global citizens**

This version dated	Summary of changes	Next review date
March 2020	Adoption of New Policy	March 2024

Contents

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

1. Aims and Values

The Federation 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

In fulfilling our responsibilities, the Federation is guided by the following principles:-

- All members of our school community are of equal value
- We recognise and respect difference. Treating people equally does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and recognise the kinds of barrier and disadvantage, which people may face. This may mean taking supportive steps to improve accessibility for certain groups.
- We foster positive attitudes and relationships and a shared sense of belonging. We actively promote positive attitudes and actions towards all people. We promote good relationships and dialogue between differing groups and communities.
- We observe good equalities practice in staff recruitment, retention and development. Policies and procedures are fair for all employees and potential employees.
- We aim to reduce and remove any existing inequalities and barriers. We will assess the equality impact of all our policies to ensure that there are no negative impacts.
- We strive to eliminate prejudice-related bullying and incidents.
- Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life.

2. Legislation and guidance

This document reflects the duties of the Federation 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.

There are nine protected characteristics – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation. Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimisation. Failure to comply may result in legal action against the Federation. Employees are also liable for their own discriminatory actions.

3. Roles and responsibilities

The Governing Body 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 Head of each of the Federation's schools
- 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 Executive Head and Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure staff are given appropriate training and support
- Taking appropriate action in any cases of unlawful discrimination
- Analyse quantitative and qualitative data supporting better understanding of equality issues
- Monitor success in achieving the objectives and report back to governors

The Compliance Administrator will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head of School in identifying any staff training needs, and ensure training is delivered as necessary

All school staff are expected to adhere to this policy by:-

- Promoting equality and inclusion in classrooms, among colleagues and with visitors
- Dealing appropriately with any prejudice related incidents that may occur (this includes reporting the incident to the appropriate member of SLT)
- Planning and delivering lessons that reflect the Federation's guiding principles
- Attending appropriate equality training

4. Eliminating discrimination

The Federation 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.

The Federation aims to develop a sense of community and belonging in its schools. It also aims to promote an understanding of the contribution each of its schools can make to the wider community.

Discriminatory incidents will be logged and reported to the Head of School. This will be scrutinized by the governing body, together with the school's actions resulting from them. Logs will include incidents relating to any of the nine protected characteristics.

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.

Staff and governors have access to training and resources to support understanding of the concepts of equality, diversity and community cohesion.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. Courses are taken online during working hours and training/certification logged on the school information management system.

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 a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to any form of bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to practise their religion 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 trips, clubs and extra-curricular activities)

In fulfilling this aspect of the duty, the Federation 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

6. Fostering good relations

The Federation aims to foster positive attitudes and relationships and a shared sense of belonging. We actively promote positive attitudes and actions towards all people. We promote good relationships and dialogue between differing groups and communities.

7. Equality considerations in decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made.

The Federation always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our schools consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Each 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: Undertake an analysis of performance data with regard to race, gender and disability and report on this to the governing board.

Why we have chosen this objective: The expectation is that all children will make expected progress from their individual starting points every academic year.

To achieve this objective we plan to: Monitor and analyse performance data three times a year, ensuring all groups are making at least expected progress. Where any groups are underperforming this will be identified and additional support put in place to accelerate progress.

Progress we are making towards this objective: Performance data analysis is in place. SLT and Governor observations are also in place to monitor the quality of teaching to meet the needs of all groups. Reports presented to Governors three times per academic year.

Objective 2: To raise awareness of the impact of HBT bullying especially where this relates to protected characteristics.

Why we have chosen this objective: To reflect changes in local society and school demographics. To ensure all members of the school community are aware of the different types of bullying and their effect. To model best practice safeguarding and child protection for all members of our school community. By July 2020 all staff to be fully aware of their responsibilities for monitoring and reporting incidents of bullying (including HBT bullying) and the correct procedures to follow.

To achieve this objective we plan to: Update the Federation Anti-Bullying Policy to include references to HBT bullying. Introduce the use of JIGSAW PSHE, raise awareness through the RE and PSHE curriculums and school assemblies.

Progress we are making towards this objective: Bullying as a safeguarding issue permeates through the curriculum. JIGSAW was introduced in November 2019. Incidents of bullying are recorded and logged on Arbor/My Concern and reported to Governors at FGM's. The Federation's Anti-Bullying Policy is currently being updated.

Objective 3: To address cultural events through lessons and assemblies to increase pupil awareness and understanding of issues in different communities.

Why we have chosen this objective: To reflect changes in local society, school demographics and as part of our vision to empower children to become aspirational, global citizens.

To achieve this objective we plan to: Introduce the use of JIGSAW PSHE, raise awareness through the RE and PSHE curriculums and school assemblies. Make use of the wider school community to enhance the curriculum and range of experiences for our children. By July 2020 we will have mapped the cultural capital opportunities linked to our curriculum.

Progress we are making towards this objective: Cultural awareness issues are embedded in all relevant areas of the curriculum. JIGSAW was introduced November 2019. SLT to monitor together with Governors (attendance in assemblies, walkabouts etc.) and report to FGM.

Objective 4: To 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: To ensure that by July 2020 the Federation is fully compliant with regard to Equalities Legislation and Guidance and employment of staff.

To achieve this objective we plan to: Ensure all relevant staff attend Safer Recruitment training by the end of the current Academic Year.

Progress we are making towards this objective: Safer Recruitment training completed in November 2019.

Objective 5: All members of staff to have completed online Equalities and Diversity training by the end of the current academic year.

Why we have chosen this objective: To ensure that by July 2020 all staff have undertaken Equalities and Diversity training.

To achieve this objective we plan to: Arrange online training for all staff across the Federation.

Progress we are making towards this objective: Online training courses to be sourced and costed by Friday 3rd April 2020.

9. Monitoring arrangements

The Federation governing body will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Federation governing body at least every 4 years.

This document will be approved by the Federation governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality Impact Assessments