



# Equality Information and Objectives Policy

Last reviewed May 2017

**This policy should be read in conjunction with the following policies:  
Accessibility Plan, Child Protection & Safeguarding Policy, Inclusion Policy and PSCHE Policy.**

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# St Nicholas Primary School



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## 1. Introduction and Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with

three broad duties:

- ✓ Eliminate discrimination;
- ✓ Advance equality of opportunity and Foster good relations.

1.2 St. Nicholas School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- ✓ Age;
- ✓ Disability;
- ✓ Race, colour, nationality, ethnic or national origin;
- ✓ Sex (including transgender);
- ✓ Gender reassignment;
- ✓ Maternity and pregnancy;
- ✓ Religion and belief;
- ✓ Sexual orientation; and  
Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

Publish equality information - to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.

Prepare and publish equality objectives - to do this we will consider the protected characteristics above to determine our focus for our equality objectives.

1.4 Our objectives will detail how we will ensure equality is applied.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

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.

## 2. The Policy

2.1 St. Nicholas's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

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## 3. Our Ethos

This is a place where:

- ✓ learning is creative and fun;
- ✓ children are prepared for their future;
- ✓ all efforts are acknowledged and celebrated;
- ✓ everyone is valued and respected as an individual;
- ✓ we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- ✓ everyone is encouraged to be part of and contribute to the community; and encourage everyone to make healthy life choices.

The primary aim of St. Nicholas Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. St. Nicholas School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community. This means:

- ✓ We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- ✓ We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- ✓ We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- ✓ We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- ✓ We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- ✓ We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- ✓ Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

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- ✓ We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- ✓ Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular 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
- ✓ We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- ✓ Throughout the year, the school will plan on-going events to raise awareness of equality and diversity.
- ✓ We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- ✓ We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users.
- ✓ We will regularly review our accessibility plans.
- ✓ The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- ✓ We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- ✓ The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- ✓ The school has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- ✓ When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties.

## **4. Addressing Prejudice Related Incidents**

4.1 The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **5. Objectives**

5.1 In achieving compliancy with the Act, objectives are set annually. The school's current set of overriding objectives are detailed in the annual equality plan and published on the website.

5.2 St. Nicholas Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate

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(b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

(c) improving the availability of accessible information to disabled pupils.

5.3 The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

6.1 We believe that promoting equality is the whole school's responsibility.

6.2 How does the school 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, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

(a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);

(b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;

(c) PSHCE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;

(d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;

(e) monitoring of welfare, with intervention and support where required;

(f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Ensuring all policies comply with The Equalities Act 2010
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

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	Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	Supporting the school to achieve the commitment made to tackling inequality.
SLT	Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

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## 7. Objectives for current year below:

### St. Nicholas Primary School Equality Objectives 2015-16

Objective:	How we aim to achieve this:
To promote spiritual, moral, social and cultural development through appropriate curricular activities with particular reference to equality and diversity.	<ul style="list-style-type: none"> <li>✓ New curriculum to include multi-sensory experiences from different cultural backgrounds.</li> <li>✓ Assemblies dedicated to informing children about different social groups, about disabilities, about equal rights and champions of equal rights.</li> <li>✓ Celebrating our school's diversity by learning about each other and our different cultures and traditions</li> <li>✓ London trip with visits to Houses of Parliament with the focus on Democracy.</li> </ul>
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.	<ul style="list-style-type: none"> <li>✓ New Curriculum has specific topic links that tackle issues of equality.</li> <li>✓ Multi-national links - increasing awareness of children in Eastern Europe, Africa, China and Asia and celebrating our common links.</li> <li>✓ Developing further links with our network school in France.</li> <li>✓ Work closely with our partners at Down Right Special, Ganton, Northcott special schools etc.</li> </ul>
To significantly close the gap in attainment between school and national in the core subjects.	<ul style="list-style-type: none"> <li>✓ Overarching priority of developing higher order reading comprehension skills using the Whole Class guided Reading.</li> <li>✓ Focus priority of using the Big Maths project to increase the amount of children achieving above age related expectations in Maths.</li> </ul>

## 8. Inclusion Statement

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and

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partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.