



Whitchurch CE Junior School

Policy and Procedure: Equality Information and Objectives Policy

Agreed by Governing Body and Headteacher on 8th December 2015

Please read in conjunction with other related documents e.g School Development Plan, Accessibility Plan, Anti-Bullying Policy, SEND Policy

1. 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 Whitchurch CE Junior 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; (including Special Educational Needs SEND)
- ❑ 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 collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions;
- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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 Whitchurch CE Junior School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

3. Our Ethos

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- we are aware from Christian tradition that each individual is made in the image of God and should be valued, loved and respected
- there is special care for the most vulnerable who might otherwise be perceived or perceive themselves as being unequal
- 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.

4. Addressing Prejudice Related Incidents

4.1 Whitchurch CE Junior 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 Shropshire Council 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. Detailed below are Whitchurch CE Junior School’s current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> <input type="checkbox"/> All pupils are assessed, monitored and tracked through SIMs and internal monitoring. <input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied. <input type="checkbox"/> Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils respect one another. <input type="checkbox"/> Pupils feel safe and valued. <input type="checkbox"/> Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> All pupils experience 100% ‘good or better’ lessons.
Leadership and Management	<ul style="list-style-type: none"> <input type="checkbox"/> The staff and governing body reflects the diversity of the school community. <input type="checkbox"/> No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. <input type="checkbox"/> The Assistant Head and SENDCO is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

- 5.2 Whitchurch CE Junior 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 in the curriculum;
 - (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 Whitchurch CE Junior 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?

Whitchurch CE Junior 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) PSHE, SRE, 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.
- (g) British Values SMSC curriculum

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.
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> • 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. • 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.
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
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	Take an active part in identifying barriers for Whitchurch CE Junior School's community and in informing the governing body of actions that can be taken to eradicate these.

	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.
Pupils	Supporting Whitchurch CE Junior School to achieve the commitment made to tackling inequality. 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	Take an active part in identifying barriers for Whitchurch CE Junior School's community and in informing the governing body of actions that can be taken to eradicate these 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.

7. Whitchurch CE Junior School's equality objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period 2015-2017:

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible?	Timescale	Success Criteria
All	Publish and promote the Equality Plan through the school website, and staff meetings.	Question about parent awareness of Equality Information and Objectives Policy in annual parent survey. Monitor visits to Policy page on the website. Staff asked to confirm by email that they have read the policy	Headteacher ICT Technician	Spring Term 2016	Staff are familiar with the principles of the Equality Information and Objectives Policy and use them when planning lessons, creating class room displays. Parents are aware of the Equality Information and Objectives Policy.
All	Monitor and analyse pupil achievement by race, gender, SEN and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Deputy Head/ Headteacher/ Governing Body	Sept 2016	Analysis of teacher assessments/annual data demonstrated the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively	Increase in pupils participation, confidence and	Assistant Head - Curriculum	End of summer	Notable increase in participation and confidence of targeted groups.

	identify with, which raise awareness of diversity within society in terms of race, gender, disability and ethnicity.	achievement levels		term 2016	
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disability and ethnicity. IPC provides opportunities for this to happen	Increase in pupil participation, confidence and positive identity – monitor through PSHE.	Headteacher	Ongoing	Diverse school displays across all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.	School Council representation is monitored by race, gender and disability.	Member of staff leading School Council.	Ongoing	The school council has diverse membership.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Policy. Report the figures to the Governing Body/Local Authority on a termly basis.	The Headteacher/ Governing body will use the data to assess the impact of the school's response to incidents i.e have the whole school/year group approaches led to a decrease in incidents, can repeat	Headteacher/ Governing Body	Reporting Autumn, Spring, Summer Governors meetings	Teaching Staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body.

		perpetrators be identified, are pupils and parents satisfied with the response?			
Gender Equality Duty	Promote sport for all pupils outside of the curriculum requirements to encourage a wider up take of different sports regardless of gender.	Offer a variety of after school sports clubs catering for all genders. Encourage pupils to access sport clubs out of school.	Sports Consultant	Ongoing	Sports Consultant to monitor after school sports club registers to ensure an equal mix of genders are accessing sports.
Disability Duty	Access sports opportunities for SEND children and children with disabilities to enable access to sport for all pupils.	A record will be kept of the sports opportunities accessed by SEND and disabled children in the school.	Sports Consultant/SENDCO	September 2015	SENDCO to record attendance at 'Sportsability events' ensuring that different children with SEND or disabilities are attending events regularly.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg. Diwali, Eid, Christmas	PSHE assessments	PHSE Subject Leader/RE Subject Leader	Ongoing	Increased awareness of different communities shown in the PSHE assessments.
Community Cohesion Race Equality	Encourage knowledge of different cultures and communities by inviting groups into school to talk to the children about their experiences	Invite groups to visit the school. Eg. Pearl of Africa Choir	PHSE Subject Leader/ Arts Subject Leader	November 2015 Ongoing	Events recorded on the school diary