

Equality Information and Objectives

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MELDRETH
Primary School

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Statement of intent

Medreth Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives:

Objective 1: To narrow the gap in writing between boys and girls.

Why we have chosen this objective:

Our schools local statistics bear out the findings of national statistics where girls outperform boys at Key stage 2 in English. In our school, there is a large gap with a progress score in writing (confidence interval) for Girls of 0.16 and Boys of -3.11.

The percentage of pupils meeting the expected standard in writing for Girls was 88%, and for Boys was 71% in 2022-23.

To achieve this objective we plan to:

- Evaluate the impact of current methods introduced in the previous academic year;
- Consult with the school community; particularly make sure that parents/carers are involved
- Explore best practice in schools locally and nationally who may have encountered similar issues.

Outcome: We intend to use the information gathered to develop a new initiative to develop skills in reading and writing. Although this will particularly focus on boys development in order to begin to narrow this gap, our intention is extend this to all pupils.

Objective 2: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of the word 'Gay' being used negatively.

Why we have chosen this objective:

Leadership monitoring noted that some pupils were not really aware of what the word 'gay' meant and how this related to same sex couples. In general, they had little or no knowledge of people with this protected characteristic.

To achieve this objective we plan to:

- Display posters and use advice and promote best practice from <https://www.stonewall.org.uk>
- Introduce books to our libraries which show different family make ups include same sex couples.
- Challenge and educate children following our PHSE curriculum

Outcome: To raise awareness of this protected characteristics and to reduce the number of prejudice related incidents.

Objective 3: To promote positive attitudes and understanding towards all religions and faiths.

Why we have chosen this objective:

In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities. Parental feedback has highlighted that our KS1 curriculum is predominately based on the Christian faith.

To achieve this objective we plan to:

- Carry out a deep dive into RE with related training
- Audit and improve our RE resources
- Increase the representation of different faiths in assemblies

Outcome: To raise awareness of different faiths across our younger pupils.

Objective 4: To ensure curricular and extra-curricular activities are inclusive and accessible for pupils with special educational needs/disabilities.

Why we have chosen this objective: Club attendance audits show pupils with SEND to be under represented.

To achieve this objective we plan to:

- Consult with the school community and specialist services i.e. Integrated Disability Service (IDS). Identify best practice from other schools.
- Circulate a 'clubs news' giving details of the different activities children are involved in.

Outcome: To increase attendance of children with disabilities to that of a similar level to those without a disability.

Objective 5: To help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: We recognise that it is important to have a workforce that represents the society we serve.

To achieve this objective we plan to:

- We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data in autumn 2020.
- To sign up for the Disability Confident scheme and promote our Disability Confident Committed badge on all job adverts, application forms and information by January 2021
- When we next recruit, we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Any issues identified which impact on any particular group, will be examined in detail to improve practice.

Outcome: To have a more diverse workforce to represent the community we serve.

Objective 6: To take active steps to promote the equality of opportunity between men and women, girls and boys when carrying out roles, responsibilities and expectations

Why we have chosen this objective: We want all pupils to feel valued and be able to realise their full potential and ensure we maintain a professional workforce.

To achieve this objective we plan to:

- Provide staff training to help our pupils use their voices in support of celebrating difference stressing that everyone will be listened to as every voice matters.
- Make sure that responsibilities are as broad as possible and that the activities are varied enough to appeal to the widest range of pupils as pupils will join in if they think it's relevant to them.
- Find the triggers to motivate different pupils to take part in internal and external activities as well as taking on leadership roles within the school setting.

- Ensure that resources exist to support the above, such as picture prompts and arrange for the meetings to be held in accessible spaces.
- Make it possible for pupils to make anonymous contributions.

Outcome: To have a professional workforce and pupils who feels valued, and treated fairly in accessing development opportunities.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

Publishing information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures.

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data.

Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.