



Scholes (Holmfirth) Junior and Infant School

Equality Objectives and Statement Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	March 2021	March 2025

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth. We believe that the Equality Act (2010) 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.

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 7 key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, 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.
2. 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 background, 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.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. 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.
5. 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.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. 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.

Scholes J & I School Equality Objectives (2021 – 2025)

1. To promote diversity within the curriculum and resources with specific reference to SEND, race, gender identity, religion, different family models and gender and reduce any homophobia, sexism and racism by children in school.
2. To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.
3. To tackle prejudice and promote understanding in relation to people with disabilities and those of differing races, beliefs or religions, sexual orientation or gender.
4. To promote and practise our KIND values of kindness, independence, nurture and determination to enable

all children to succeed.

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 and staff 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” but are not 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:

1. Publish information to show compliance with the Equality Duty by April 6th, 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

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.

What we do 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 use facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – 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 nondisabled peers.
- The Headteacher 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 actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements 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, sexual orientation, gender reassignment, pregnancy or maternity.

The school's policies on Behaviour, Anti-Bullying and Attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data each half-term on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

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 beliefs - prejudices around gender and sexual orientation.

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously. The school promotes multiple channels of communication with parents and children (for example Dojo, open door policy, pupil voice) to ensure that any incidents are reported and actioned in a timely manner.

What we do to promote equality of opportunity between different groups:

We know the needs of our school population very well and the senior leadership team collect and analyse data several times a year in order to inform planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We have created a whole school map of class reading books to ensure pupils are exposed to a wider range of genres, authors, themes (inc equalities, PSHE themes, global issues etc).

We are developing a curriculum that integrates the geographical and community context of the local area as a priority. The beautiful landscape and village community is an integral part of our pupils' lives and we ensure that the curriculum reflects this as well as challenging prejudices that may be borne from the limitations of their experience.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and conversations prior to entry into reception

We collect, analyse and use data in relation to attendance and exclusions of different groups, for example FSM, boys and girls.

We use a range of teaching strategies that ensure we meet the needs of all pupils. Positive relationships, underpinned by our KIND values (kindness, independence, nurture and determination) ensure that needs are quickly identified and actioned. Strategies include nurture and wellbeing sessions with trained staff, family support, pre-teaching, small group and 1:1 work.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. Incidents can be reported to any trusted adult at any time.

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

Our school has accessibility plans that are renewed every 3 years or when a significant change has taken place.

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.

Monitoring

Our attainment records, including attainment and progress of significant groups are monitored, as appropriate, at Governor level

Attendance data is scrutinised at Governor level, with specific regard to vulnerable & significant groups
Data regarding exclusions and behaviour is scrutinised at Governor level

We have a rolling programme for reviewing school policies

The implications for equalities in new policies and practices are considered before they are introduced
Pupil Voice meetings are carried out to ensure that the child's view is heard

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 parent forums, questionnaires and parents' evening,
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council and Pupil Voice
- Ensure that we secure responses and feedback at Governing Body level.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation and all agreed policies. They also review all data with regard to attainment, progress, attendance and behaviour. The school's governing body ensures that this policy and its related procedures and action plans are implemented. The governing body Resources and Curriculum and Achievement committees keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Equalities objectives are set every four years by the school.

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 and reporting these as appropriate.

All teaching and support 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 curricula and 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 irrespective of race, religion, gender, economic background, disability etc.
- 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 visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are 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 our LA strives 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.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.