

Haytor View Community Primary School & Nursery

Equality Objectives

SEPTEMBER 2020 - 2024



Learning together - enjoying success - aiming high - celebrating difference – enriching community

AIM

To deliver our school's core values of: Learning together - enjoying success - aiming high - celebrating difference – enriching community

RATIONALE

The governing body and school are committed to a policy of equality and aims to ensure that no member of the school community is treated less favourably on grounds of the characteristics in accordance with the Equality Act 2010: Age, Disability, Gender Reassignment, Race, Religion & Belief, Sex, Sexual Orientation, Pregnancy and Maternity, Marriage and civil partnership.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem is not acceptable. Further to this, any behavior, comments or attitudes which is pejorative, offensive, critical, disparaging or belittling in a specific or unspecific (general) terms is not tolerated.

We aim to provide equal access to high quality provision and service, ensuring that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where diversity is celebrated.

All members of the school community are responsible for promoting the school's single equality policy and are obliged to respect and act in accordance with the policy.

OBJECTIVE SETTING

Our objectives are based on an audit of records and observations from 2018 – 20 alongside national information, observation/evidence raises concerns that our children and families need to be supported and equipped to deal with all forms of diversity.

We engage staff, pupil and parent voice in developing the school's response to implementing the objectives, so we provide an environment in which all members of the school community feel safe and respected.

We have carefully considered and analysed the impact of the Equality Policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duties **2011** (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. (Yes, these are known as the general equality duties, publishing data and objectives comes under the specific duties).

We formulate and publish specific and measurable objectives, based on the evidence we have collected and the engagement in which we have been involved in relation to the characteristics in accordance with the Equality Act 2010: Age, Disability, Gender Reassignment, Race, Religion & Belief, Sex, Sexual Orientation, Pregnancy and Maternity, Marriage and civil partnership.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every four years, we set out the specific equality objectives we shall pursue, the objectives which we identify take into account national and local priorities and issues, as appropriate. We incorporate our equality objectives within the framework of the overall school improvement plan and processes of self-evaluation.

We keep our equality objectives under review and report annually on progress towards achieving them.

We treat people equally

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their gender identity and/ or sexual orientation

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual orientation.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether they are disabled;
- Whatever their ethnicity, culture, religious affiliation, national origin or national status;
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We ensure we consult and involve our diverse communities.

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of our diverse communities.

We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Objective One

INTENTION:

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

CONTEXT:

Incidents of child using discriminatory language. School population predominately white, with some attitudes of intolerance displayed.

IMPACT:

No incidents of intolerance or ignorance experienced by anyone in school.

IMPLEMENTATION:

- School Annual Planner reviewed to ensure annual events support raising awareness of equality and diversity, providing opportunities to actively make pupils aware of discrimination and its effects;
- New Curriculum Provision review to ensure there is a planned programme of raising awareness of equality and diversity, providing opportunities to actively make pupils aware of discrimination and its effects;
- Protected characteristics portrayed positively in school books, displays and discussions;
- School Assembly calendar reviewed to raise awareness of annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity.

Objective Two

INTENTION:

To tackle prejudice and promote understanding in relation to people with disabilities

CONTEXT:

Incidents of child using language if which they are unaware of the meaning. Incidents of children's treatment towards others demonstrates they are ill-informed.

IMPACT:

No incidents of intolerance or ignorance experienced by anyone in school.

IMPLEMENTATION:

- School Annual Planner reviewed to ensure annual events support raising awareness of equality and diversity, providing opportunities to actively make pupils aware of discrimination and its effects;
- New Curriculum Provision review to ensure there is a planned programme of raising awareness of equality and diversity, providing opportunities to actively make pupils aware of discrimination and its effects;
- Protected characteristics portrayed positively in school books, displays and discussions;
- School Assembly calendar reviewed to raise awareness of annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity.

Objective Three

INTENTION:

Children and Parents where English is not their first language access, including those who are deaf: the curriculum; information about their child's progress and how they can support them

CONTEXT:

School population predominately have English as a first language, therefore bespoke arrangements are required to meet individual need

IMPACT:

Children and Parents have equality of access to provision

IMPLEMENTATION:

- Process

Objective Four

INTENTION:

Objectives form part of School Improvement Plan with clear processes and timelines for monitoring and evaluation.

CONTEXT:

We incorporate our equality objectives within the framework of the overall school improvement plan, feedback mechanisms have been largely been restricted to Lead Governor

IMPACT:

There are clear feedback mechanisms to ensure that stakeholders are informed about the outcomes of equality objectives.

IMPLEMENTATION:

- Equality objectives are reported on as part of the SDP termly review;
- There is an annual review of objectives on the Governing Board Cycle of Business

Objective Five

INTENTION:

Monitor Pupil Attendance data by characteristics identifying trends or patterns in the data that may require additional action.

CONTEXT:

Analysis of groups is undertaken using nationally published data, this has impacted on the increased attendance of SEND pupils with an EHCP. We have also seen a significant reduction in fixed term exclusions for pupils and pupils with EHCPs, as a result of reviewing the way in which the school works collaboratively with the parent to address issues.

IMPACT:

Swift action is taken to address any patterns in attendance data

IMPLEMENTATION:

School Leaders to monitor pupil attendance in relation to a broader range of groups, using school based termly analysis:

- Individual pupils;
- Year group;
- FSM Group comparison with Non FSM;
- EHCP
- SEN support comparison with Non SEN;
- EAL group comparison with Non EAL;
- Children in Care comparison with Whole School Attendance;

- Children in Care comparison with Whole School Attendance;
- Boys comparison with Whole School Attendance;
- Girls comparison with Whole School Attendance;

Objective Six

INTENTION:

Reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors; the information is used to make a difference.

CONTEXT:

Incident of a child using behaviour towards a number of children over a protracted period, however went unnoticed as a pattern of incidents due to internal recording mechanism.

IMPACT:

Any bullying or prejudice-related patterns are identified swiftly and action is taken to address issue/s, which positively impacts on the individuals.

IMPLEMENTATION:

School Leaders to monitor bullying or prejudice-related incidents identifying any patterns, through a robust reporting using school based half termly analysis:

- Head and Leader of Learning and Development is provided with all logs of bullying or prejudice-related incidents;
- Bullying or prejudice-related incidents are recorded onto a spreadsheet by the school office on receipt of an incident log, in order that these can be analysed;
- Clear processes in place for School Staff to recognise when a child has experienced a bullying or prejudice-related incidents and records on the appropriate document and follows the reporting process;
- Put onto Leadership and Management agenda half termly to raise staff awareness of process;
- Put onto Phase Leader agenda half termly to raise awareness of process;

July 2020