



Equality Policy

1. Introduction

The Single Equality Act which came into place on 1 Oct 2010 brought together the duties that were already set out in Race, Disability and Gender policies, into one single Equality Duty.

The Equality Act establishes 9 protected characteristics which apply to all stakeholders in school. Only the first 7 characteristics apply to the pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

At Birdsedge we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally.

Public Sector Equality Duty (2011)

This policy sets out how we will pay due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the *General Duty*
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigor and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly

4. We will keep records (Equality Impact Assessments-see appendix 1 for details) to show that the equality duties have been considered on each occasion

2. School Ethos, Vision and Values

At Birdsedge we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to have a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Birdsedge, it is our intention to nurture and develop the whole child. Our mission statement sets out our rationale for life and work in school:**Learning and Playing Together**. We strive to fulfil this mission statement in all that we do.

Our values:

- Motivated
- Safe
- Respectful
- Included
- Hardworking
- Independent

permeate all aspects of school life

3. Equality Objectives

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that this policy is applied to all we do.
6. To ensure that pupils and parents are fully involved in the provision made by the school.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

4. Strategies to ensure compliance

1. Monitoring, evaluation and review carried out by school leaders, subject leaders and individuals by means of an Equality Impact Assessment (see Appendix 1 for details) will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that the teaching and learning takes account of this policy.
4. Any diversity within our school and the wider community will be viewed positively by all and will be recognised as a positive, rich resource for teaching, learning and the curriculum.

5. All staff are aware of children identified as being vulnerable and are mindful of these vulnerabilities when planning teaching, learning and enrichment opportunities
6. CPD opportunities, when necessary, will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
7. Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
8. The positive achievements of all pupils will be celebrated and recognised.
9. The progress and attainment of all pupils will be tracked and monitored. Any concerns will be highlighted at the termly pupil progress meeting between class teacher and Headteacher.
10. Following these meetings, and any data analysis, we will ensure appropriate systems are put in place to support the further progress of all children
11. We will record all incidents of bullying and any race, gender or homophobic related incidents. Any concerns will be reported to the trust and acted upon in line with the school's behaviour and/or anti bullying policy.
12. Policies will be reviewed in a timely manner ensuring they comply with the 3 strands of the Public Sector Equality Duty (2011) and the Equality Act (2010)
13. Cooperation and collaboration between all groups in teaching and learning and in time outside the classroom will be promoted.

5. Expected Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

Linked Policies:

- Special needs
- Teaching and Learning
- Safeguarding
- Medical Needs
- Health and Safety
- Anti Bullying
- Behaviour

Policy developed: March 2019

Appendix 1

Equality Scheme

This scheme sets out the steps the School will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality

What we already do

In order to comply with the public duty to:

- a. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- b. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

1. We gather information from a range of sources when a pupil enters the school, e.g. family, child, previous school/setting
2. We track all aspects of a child's provision and progress by:
 - Continuous formative assessment eg marking and talking to children
 - Developing short term planning which builds on prior learning and meets the needs of individuals/ groups
 - Recording relevant formative assessment and retaining this according to the school systems
 - Making appropriate summative assessments; retaining this information according to the school systems
 - Setting SMART targets for individuals and groups
 - Tracking attainment and progress throughout the year and across the school
 - Using all assessment data to plan appropriate next steps and any interventions
3. We review and evaluate the effectiveness of our school provision by talking to all stakeholders ie staff, pupils, parents and governors; canvassing and acting on their ideas and opinions
4. We listen carefully to pupil views through circle time in each class and through the school council
5. We promote positive relationships between pupils and staff; modelling the behaviours we expect to see.
6. We have a PSHCE curriculum which also promotes these positive relationships

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

Where relevant, leaders will carry out an equality impact assessment for their areas of responsibility for activities both within and beyond the school day. (appendix 3)

Any gaps in provision and practice that are identified form part of an action plan (see action plan - appendix 2).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

Consultation

Birdsedge First School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils, however we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- The school council meets regularly. We aim that our school council will be representative of all equality groups where possible
- Children have the opportunity to be part of other groups. We aim that these groups will be representative of all equality groups where possible
- Circle time and assemblies are used to consult with pupils
- Annually we send out a pupil and parent questionnaire
- Staff, parents, children and governors have the opportunity to feed into the school improvement plan each year
- Staff meetings are held weekly
- All members of the teaching staff lead subject areas and so are consulted on curriculum development within the subjects in their remit
- Staff well being survey, led by the staff governors

How we measure the impact of any changes

We monitor the ongoing impact of any changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with an additional focus on equality groups and on vulnerable groups
- Pupil surveys that demonstrate emotional health and well being
- Talking to the children at school council, during circle time and in assemblies

Monitoring

The Governing Body will monitor the impact of this scheme through information shared with the Finance & Resources committee

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through an annual report to the *Governing Body*.

Appendix 2:

Action Plan-2019-23

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings.	Question about parent awareness of Equality Scheme in annual survey Staff /governor questionnaires	Headteacher	Approved by Governors Spring 2019 Published on website by April 2019 Parents made aware in Bugle by Easter 2019 Staff made aware in staff meeting-	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender 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 on a termly basis	Headteacher/ Assessment lead	April July December From April 2019	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum and assemblies promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Comments and dialogue from circle time, group discussions and in assembly	All staff	From April 2019	Increased self confidence of identified groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSHE	PSHE Lead	Ongoing	More diversity reflected in school displays across all year groups
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Trust on a termly basis.	The Headteacher will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher	Reporting: Autumn, Spring and Summer terms	Teaching staff are aware of and respond to racist incidents
Gender Equality Duty/ Race Equality	Monitor the take up of extra curricular activities to ensure boys & girls and different ethnic groups have appropriate access and are equally taking up the offers to participate. If the data shows a need, seek opinions from groups to identify what extra curricular opportunities they would like to participate in	Analyse the data generated and take action where necessary	PE lead	Summer term 2019 and then termly	Equal take up from boys and girls and from the different ethnic groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Gender Equality Duty	Encourage all to read for enjoyment. Class teachers to choose class novels that appeal to boys as well as girls. Encourage more boys to join book group by ensuring the book appeals to both genders Encourage all children to make use of the school library	Pupil interviews Data Lesson observations	Literacy Lead	Summer 2019 - ongoing	All groups are reading more books, attainment of reading increases
Disability Equality Duty	Strengthen children's awareness and deepen their understanding of disability-same but different-by inviting people with disabilities to work with children in school on different activities eg sport, curriculum, workshops, assemblies	Pupil interviews Discussions in PSHCE lessons	Headteacher	From Autumn 2019	Conversations with and observations of children show compassion and empathy towards the needs of others
Disability Equality Duty	Ensure the curriculum is accessible to those with disabilities. Being proactive and responding to need as soon as relevant information is shared with school	Parent feedback Pupil feedback Attainment and progress of individual pupils and groups	SENCo	From Summer 2019	Data shows good progress for children with disabilities
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor for SEND	As needed	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Lesson observations Assembly observations	Humanities subject leads	Ongoing	Increased awareness of different communities shown in PSHE assessments

Appendix 3:

Equality Impact Assessment

Proposed Change or area of provision to be looked at :

Equality Strand	Does the proposed project/plan or function have an adverse impact on people from these key equality groups? (Include observations in terms of tokenism or omission)	Are there any changes which could be made to the proposals which would minimise any adverse impact identified.? Please describe	Have any mitigating circumstances been identified? Please state Areas for Review/Actions Taken (with timescales and name of responsible officer)
Race			
Gender			
Disability			
Religion/Belief			
Gender Reassignment			
Pregnancy and Maternity			
Sexual Orientation			

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation Y/N

Promoting equality of opportunity Y/N

Fostering good relations Y/N

Please explain

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Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?