

# Stoke Prior School

## Equality Information and Objectives Policy

### 1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties. Namely to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.2 Stoke Prior 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
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

1.3 The law requires us to carry out some specific duties to demonstrate how we meet the general duties listed above.

Stoke Prior School will:

- Publish equality information to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify a child.
- Prepare and publish equality objectives. (See 4.1) 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
- Exclusion;
- Prejudice related incidents

1.4 Our objectives will detail how we will ensure equality is applied to the functions listed above. (See 4.1) 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. Vision Statement

Every child is unique and all children can be successful by achieving their best. To do this we expect children to be self-disciplined, caring, curious and enthusiastic. Through achieving success in all that they do, we hope children will become self-confident.

Children, staff, parents and the community should be proud of Stoke Prior School, respecting each other and the school, feeling ownership and working together, and being dedicated and committed to this vision.



## 3. Addressing Prejudice Related Incidents

3.1 Stoke Prior 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 the Local Authority.

## 4. Objectives

4.1 In achieving compliancy with the Act, objectives are set annually. Detailed below is the current set of overriding objectives.

Objective Group	Objective
<b>Pupil Achievement</b>	<ul style="list-style-type: none"><li>• All pupils in vulnerable groups are assessed, monitored and tracked.</li><li>• Under-achievement is identified and appropriate intervention is applied.</li></ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"><li>• Pupils respect one another and develop their understanding and appreciation of diversity.</li><li>• Pupils feel safe and valued.</li><li>• Our curriculum enables pupils to learn about British Values and through this equality is celebrated and promoted.</li></ul>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• The needs of vulnerable pupils are met primarily through Quality First Teaching strategies; interventions are a secondary strategy. Children in vulnerable group are planned for accordingly.</li></ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"><li>• Our School Development plan is designed to ensure that under-achievement of vulnerable groups is tackled.</li><li>• The Headteacher is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li></ul>

4.2 Stoke Prior School will make reasonable adjustments to meet the needs of disabled staff and 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 staff and pupils to take better advantage of education, benefits, facilities and services provided.
- (c) Improving the availability of information accessible to disabled pupils.

4.3 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.

## 5. Responsibility

5.1 We believe that promoting equality is the whole school's responsibility.

5.2 How does Stoke Prior School eliminate discrimination and other conduct that is prohibited by the Act? How do we advance equality of opportunity between people who share a protected characteristic and people who do not share it? How do we foster good relations between people who share a protected characteristic and people who do not share it?

The school ensures these matters by measures that include:

- (a) For pupils - implementation of policies and strategies 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) PSHCE, 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.

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> <li>• Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> </ul>
Head teacher	<p>As above including:</p> <ul style="list-style-type: none"> <li>• Promoting key messages to staff, parents/carers 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.</li> <li>• Ensure that staff have appropriate skills to deliver equality education.</li> <li>• Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>
Senior Leadership Team	<ul style="list-style-type: none"> <li>• Ensure fair treatment and access to services and opportunities.</li> <li>• Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>• Deliver equality education for pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>• Design and deliver an inclusive curriculum.</li> <li>• Ensure that they are aware of their responsibility to record and report prejudice related incidents.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>• Support the school and the governing body in delivering a fair and unbiased service to all participants.</li> <li>• Support the commitment made by the Head teacher on how pupils and parents/carers can be expected to be treated.</li> <li>• Support colleagues within the school community.</li> <li>• Ensure that they are aware of their responsibility to record and</li> </ul>

	report prejudice related incidents.
Parents/Carers	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve equality of opportunity for all.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Supporting the school to achieve the commitment made to tackling inequality.</li> <li>• Maintain the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</li> </ul>

Adopted by Governors: November 21

Signed: .....  
 Chair of Governors

Review: November 2023