Equality
Policy & Objectives

2019/20

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Handsworth Primary School

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The equality link governor is Jenny Smith. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Angela Struthers and she will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the head teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

The school has a designated member of staff for monitoring equality issues, Angela Struthers, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data showing how pupils with different characteristics (e.g. SEND, EAL, gender and Pupil Premium) are performing to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, P4C, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to foster good relations and remove potential tensions between different groups of pupils within the school. For example, our School Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: Work with the National Centre of Diversity to attain the Investors in Diversity accreditation.

We have chosen this objective because we want to ensure that:

- staff feel empowered and are proactive in their approach to EDI.
- there is a culture throughout the school community where the equality duty is embraced and everyone aims to eliminate discrimination, advance equality of opportunity and foster good relations between all groups

To achieve this objective we plan to:

- carry out a full survey of staff and parents/carers to gather stakeholder views on practices in relation to FREDIE (Fairness, respect, equality, diversity, inclusion and engagement) and use the information gathered to inform training choices in order to meet our objectives.

Objective 2: Advance the equality of opportunity for pupil premium pupils, ensuring appropriate investments are in place, which not only close the progress/attainment gaps but also raise aspirations and drive ambition for this group.

We have chosen this objective because approximately 18% of pupils at Handsworth are PP and there are existing attainment and progress gaps between PP pupils and their peers nationally, and we want to ensure that:

- the gap between PP children at Handsworth and their peers nationally for combined RWM at KS2 is reduced.

To achieve this objective we plan to:

- rigorously implement the 3-year Pupil Premium Strategy, which is published on the website, including effective use of monthly Pupil Progress Meetings and targeted investment in staff CPD.

Objective 3: Rigorously eliminate any discrimination and promote the equality of opportunity for pupils with SEND.

We have chosen this objective because there are a number of pupils with complex SEND who require specialist support, against a backdrop increased demand on Local Authority support and diminishing school budgets, and we want to ensure that:

- SEND pupil achieve exceptionally well and make good progress from their starting points.
- SEND pupils access the support they require to promote inclusion and are able to engage in the curriculum fully without discrimination.

To achieve this objective we plan to ensure:

- Learning Passports are being used effectively and consistently.
- the curriculum is designed and delivered in a way that is inclusive of SEND pupils and supports their needs.
- support staff are being used effectively and the impact on SEND pupils' learning is evidenced.

9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Governing Body at least every 3 years.

This document will be approved by the Governing Body and head teacher/deputy head teacher annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND
- Inclusion