



## Heather Avenue Infant 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:

- ❑ Eliminate discrimination;
- ❑ Advance equality of opportunity; and
- ❑ Foster good relations.

1.2 At Heather Avenue Infant School we fully understand the principles 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 or belief;
- ❑ Sexual orientation; and
- ❑ Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- ❑ Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- ❑ Prepare and publish equality objectives - 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;
  - Exclusions; and
  - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above 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 (see Community Cohesion Policy).

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. The Policy

2.1 The School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the School is fulfilling the requirements of the Act.

## 3. Our Ethos

This is a place where:

- ❑ Learning is fun;
- ❑ Children are prepared for their future;
- ❑ All efforts are acknowledged and celebrated;
- ❑ Everyone is valued and respected as an individual;
- ❑ We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- ❑ Everyone is encouraged to be part of and contribute to the community; and
- ❑ Encourage everyone to make healthy life choices.

## 4. Addressing Prejudice Related Incidents

4.1 The 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 using their guidance material. The Local Authority may provide some support.

## 5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the School's current set of overriding objectives.

Objective Group	Objective
<b>Pupil Achievement</b>	<ul style="list-style-type: none"><li>❑ All pupils are assessed, monitored and tracked through Classroom Monitor.</li><li>❑ Under-achievement is identified and appropriate intervention is applied.</li><li>❑ Pupils are able to participate in a full range of extra-curricular opportunities.</li></ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"><li>❑ Pupils respect one another.</li><li>❑ Pupils feel safe and valued.</li><li>❑ Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li></ul>

<b>Teaching</b>	<ul style="list-style-type: none"> <li>❑ All pupils experience 100% 'good or better' lessons.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>❑ The staff and governing body reflects the diversity of the School community.</li> <li>❑ No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>❑ A nominated member of the SLT (Stacey Coleman) is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

5.2 The School will make reasonable adjustments to meet the needs of disabled 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 pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

5.3 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.

## **6. Responsibility**

6.1 We believe that promoting equality is the whole Schools responsibility.

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

The School does this by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHE, 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 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
School Governing Body of Heather Avenue Infant School	Involving and engaging the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents 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. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the School and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the School community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the School's community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the School's community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the School to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	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 Take an active role in supporting and challenging the School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

## 7. The School's equality objectives

- 7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the School has established the following objectives and will review/amend these annually:

Equality Strand	Issue being addressed	Action to be taken	Monitoring	Responsible	TIME FRAME	
					Start date	Review
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.		Annual Review Equality plan published in various places	Headteacher	Sept 2015	Completed May 2020 Annual
<b>Accessibility</b> of the School site to all, especially those with <b>disabilities</b>	Provide disabled toilets in all buildings for all pupils and staff  Steps and changes in surface level to be assessed and clearly identified to all by use of colour	Monitor need within school  Quotes to be obtained by Estates Team	Annual Review Availability if need arises – dependent on intake of children and staff	Head teacher, Premises committee members	Sept 2015	Completed May 2020 Annual
<b>Accessibility</b> of the School site to all, especially	Communication	External support to help those with EAL  Provide School	Termly review by H/T and SENDCO  Consider Number of	Head teacher SENDCO	Sept 2015	Completed May 2020 Ongoing

those with <b>English as an additional language</b>		communications in additional languages  Communications from school assessed using SMOG calculator to ensure suitable for all.	School communications			
<b>Religion or belief</b>	All members of staff are aware of 'Forced Marriage' and 'Female, Genital Mutilation'	FGM training for all members of staff – 04.09.18 02.09.19 03.09.20	Annual Review  SDP to ensure all staff aware of this element of Safeguarding	SDP	Sept 14	Completed May 2020  Ongoing
<b>Sexual Orientation</b>	All members of staff are aware of homophobic issues	Challenge homophobic language/behaviour through the use of CHIPS resources (Challenging Homophobia in Primary Schools)	Annual Review  SENDCo observation	SENDCO	Sept 14	Completed May 2020  Annual
<b>Gender</b>	Equality of Provision and Inclusion for all	School to monitor during Head teacher's termly meetings (through gap analysis) and	Governing Body is informed of school data annually	Head teacher and teachers	Sept 2014	Completed May 2020  Annual

		implement action to help gender differences being minimised				
<b>Race-</b>	To further develop a learning environment where differences in race are celebrated and racism is regarded as unacceptable behaviour	Staff fully aware of procedure for reporting-  Continue our work with the International Award through the British Council	Annual Review at Governors meetings  Number of formal complaints with regards to procedures received by the Chair of Governors  Re-accreditation of award	Head teacher and staff    International Coordinator	Jan 2013    Jan 2005	Completed May 2020  Ongoing    Completed May 2020  Ongoing
<b>Anti-bullying</b>	To further develop an environment where bullying is regarded as unacceptable behaviour	Anti-Bullying week, lessons on bullying taught to all children	Annual Review  Lesson Plans	All Teachers  Whole school	Oct 2015	Completed May 2020  Ongoing
<b>Community Cohesion-</b>	Improve the participation and engagement of different groups of parents	Use of Family Seal  Welcome Introduction pack for new guardians/pupils	Attendance and evaluative comments from event  Improved engagement of	SMT & class teachers	April 13	Completed May 2020  Ongoing

		<p>Ensure that different cultures are represented in school through various events</p> <p>Community cohesion plan in place</p>	<p>guardians at start of pupil's time in our school.</p>			
<b>Disability</b>	<p>To ensure the health requirements (mental and physical) of all groups within our school are provided for to limit the impact of their disabilities</p>	<p>To ensure that staff are trained to understand the impact of mental health on children and young people</p> <p>To provide Nurture group facility to support identified pupils in school</p> <p>To provide trained support to meet the needs of pupils with medical needs e.g. diabetes and epilepsy</p> <p>All staff in school First Aid trained</p> <p>Access to a fully trained Parent</p>	<p>H/T and SENDCO review needs in school on half termly basis.</p> <p>Ensure that needs of all pupils met.</p> <p>Care plans in place as required.</p>	SMT	Sept 2012	<p>Completed May 2020</p> <p>Ongoing</p>

		Support Advisor in school				
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Reviewed May 2020

Review May 2021