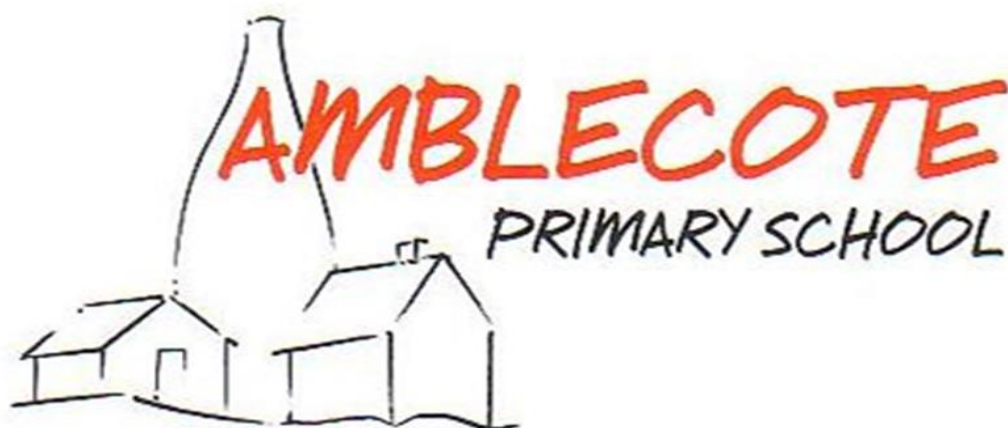


Amblecote Primary School



Equality Policy 2020 – 2021

Responsibility for monitoring this policy: Head teacher

Review Annually

(or in response to changes in legislation/ DSCB operating procedures)

Updated September 2020

Review date September 2021

Proposed by the Acting Headteacher.....J Cook.....Mrs J. Cook

Approved by Governing Body.....[Signature].....Mrs C. Roberts (Chair of Governors)

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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 following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation
- [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](#). This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board/relevant committees 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 Headteacher

The Headteacher will:

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

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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training 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 (e.g. pupils with disabilities, or LGBT pupils who are being subjected to homophobic bullying)
- 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)

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 tolerance, 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, 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. This may also include schools funding transport for coaches in order to facilitate the trip.
- Encouraging and implementing initiatives to deal with 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 all school's activities. 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

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. Equality objectives

Objective 1: *Increase the representation of teachers and governors from local black and minority ethnic communities over a 5-year period (from this September to September in 5 years' time), so that this group increases from less than 10% to more than 10% of the teaching workforce.*

Why we have chosen this objective:

- To ensure that our school communities are more equitably represented across the teaching & governance profile.

To achieve this objective, we plan to:

- Ensure that our recruitment procedures are fair and equitable
- Ensure that our recruitment procedures reach out to a wide range of our communities

Progress we are making towards this objective:

- Recruitment processes currently in place have an emphasis on equality of opportunity.

Objective 2: *Raise awareness of other cultures via exposure to a range of literature*

Why we have chosen this objective:

- Our current library texts need updating as they cover very few cultures, thus limiting exposure and teaching and learning opportunities for our pupils

To achieve this objective, we plan to:

- Update our English curriculum and reading plans

- Ensure we have literature that relates to other cultures and places around the world across each phase

Progress we are making towards this objective:

- We have already started to review our core texts and research quality texts that would meet the given criteria

Objective 3: *Raise awareness of other faiths through assemblies, visits from faith leaders or funded visits to places of worship.*

Why we have chosen this objective:

- As part of our review of the school's RE scheme of work we would like to ensure that our pupils are exposed to a range of different faiths

To achieve this objective, we plan to:

- Invite different faith leaders into school for assemblies/lessons
- Plan for each phase to visit a place of worship
- RE leaders to lead assemblies on a variety of religious festivals and celebrations

Progress we are making towards this objective:

- We have planned for the RE co-ordinator to organise/arrange whole school assemblies across the academic year on different faiths and religious celebrations
- RE co-ordinator to plan an RE focus week and invite visiting speakers from other faiths

9. Monitoring arrangements

The governing board will update the equality information we publish at least every year. This document will be reviewed by governing board/committee at least every 2 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments/Off site visits
- Policy for visiting speaker

