



Equality Policy and objectives



Approved by: FGB

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1. Aims ~ Prevent Discrimination = Support Equality

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

*Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

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
- [The Disability Discrimination act \(DDA\) 1995](#), which makes it unlawful for schools to discriminate against pupils with disabilities in admissions and exclusions, and unlawful to prevent them from having access to premises.

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 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

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 every year.

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 gay 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 and after-school clubs)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 acceptance, 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
- 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 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

The school keeps a written record (known as an Equality Impact Assessment) 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 electronically with the completed risk assessment.

8. Equality objectives

All of our current equality objectives are extracted from the School Improvement Plan for 2020-21: please refer to this and other supporting documents which detail the progress we are making with these objectives.

Objective 1: Ensure all children can access remote learning.

Why we have chosen this objective: The education of all children has been subject to disruption since March 2020 due to the impact of the Covid 19 pandemic. Government direction closed the school to all, with exceptions primarily being the children of essential workers and vulnerable learners. This required innovative thinking to allow us to continue to educate our children and be mindful of the varying degrees to which their families have access to the technology which would enable this to succeed. We envisage that remote learning options will continue to have a place beyond the life of the Covid-19 virus.

To achieve this objective we plan to: ensure that all children have equal access to the curriculum irrespective of family circumstances or whether we are able to teach them in school or remotely, in their home environment.

Objective 2: Establish an Induction Programme for pupils new to English to prioritise vocabulary development.

Why we have chosen this objective: The lack of confidence in one's ability to express themselves in both a basic and more sophisticated use of English will restrict the development of a child to their full potential, both whilst at Akaal Primary School and in their later life. We see this as a fundamental equality and discrimination issue if it is not addressed.

To achieve this objective we plan to: Staff training will be focused on teaching and learning strategies for developing speaking and vocabulary attainment levels for all pupils, and further understanding to include supportive, age and ability appropriate vocabulary in the classroom environment, using this knowledge to establish the Induction Programme.

Objective 3: Develop a support system to enable parents with English as a second language (EAL) to access appropriate services.

Why we have chosen this objective: Stronger parental support for their children's education produces better outcomes for the children and strengthens our links and reputation as a positive voice in the local community.

To achieve this objective we plan to: Assist parental access to a range of need appropriate services, support and adult learning courses. Parents should then report increased confidence in supporting their child with Maths, English and homework.

Objective 4: Implementation of Health and Relationship Education (HRE).

Why we have chosen this objective: The statutory guidance "Relationship Education, Relations and Sex Education" which became effective in September 2020 was formulated in meetings between Derby City schools to provide a joint approach which implements this guidance in an appropriate manner which is sensitive to the multi-cultural and multi-ethnic population of the city.

To achieve this objective we plan to: Train staff on the HRE curriculum, policy and expectations. To undertake HRE curriculum mapping to ensure everything is being taught in the appropriate year group. To inform parents at each class meeting of the HRE objectives which will be taught that term, and to continue to engage with Derby City Council and local schools to ensure that the established partnership is strong and has impact.

10. Monitoring arrangements

The full governing board will update the equality information we publish at least every year.

This document will be reviewed by the Finance & HR Committee at least every 3 years.

This document will be approved by the full governing board.

We are committed to equal opportunities for all, irrespective of ethnicity, gender, sexuality, disability or religion. We will monitor the impact of this.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Dignity at Work
- Behaviour
- Remote learning