

Acton CE Primary Academy



Equality Information and Objectives Policy

The Equality Scheme and Objectives have been read and approved by staff and Directors.

Approved by: Lynn Dove

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Next review due by: June 2024

Acton CE Academy Primary School Equality Scheme and Objectives

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1. Aims

Acton CE Primary Academy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

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

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

2. Ethos and Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

In our school, we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which all pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with all others respecting their differences;
- removing or minimising any barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils
- actively tackling discrimination and promoting equality and inclusion through our School Rules, newsletters to parents, displays of work and website.
- making clear to our pupils what constitutes aggressive and prejudice related behaviour; identifying clear procedures for dealing quickly with incidents of prejudice related behaviour;
- making pupils and staff confident to challenge prejudice related behaviour.

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

3. 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](#).

This policy operates in conjunction with the following school policies:

- Admissions Policy

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- Complaints Policy
- Accessibility Policy
- Special Educational Needs and Disabilities Policy
- SEND Information Report

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

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

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the Board of Directors.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

The school will promote equality of opportunity for all staff and job applicants.

4. Guiding Principles

In fulfilling the legal obligations cited above, we are guided by seven principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Principle 2: We recognise and respect difference.

Treating people equally can mean treating them differently. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

Policies and programmes promote:

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity

The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

The school observes good equalities practice in staff recruitment, retention and development, and ensures that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and

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maternity. Steps are taken to positively promote equality, especially where there is evidence of inequality.

The school will ensure that staff are aware of their responsibilities, given necessary training and support, and report progress to the Board of Directors.

The school will ensure that all staff comply with the appropriate equality legislation and regulations.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity

We ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

Principle 6: We consult and involve widely.

The school endeavours to consult widely within the community to address any concerns that may be raised. This is completed through annual surveys, formal and informal parent meetings, Parent Council meetings and consultation with external agencies.

Principle 7: Society as a whole should benefit.

The school ensures that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.

In addition to these guiding principles, as not already mentioned, the school will:

- Ensure that the school’s Admissions Policy will not discriminate against any protected characteristic in any way.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.

5. Roles and responsibilities

The Board of Directors is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Board of Directors has a watching brief regarding the implementation of this policy. The Executive Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

The Head of School has day-to-day responsibility for co-ordinating implementation of the policy.

School Community	Responsibility
Board of Directors	The Board of Directors will: <ul style="list-style-type: none">• Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school,

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School Community	Responsibility
	<p>including to staff, pupils and parents, and that they are reviewed and updated at least once every four years</p> <ul style="list-style-type: none"> • Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher • Ensure that the school complies with the appropriate equality legislation and regulations. • Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans. • Ensure that the school's Admissions Policy does not discriminate in any way. • Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board. • Provide information in appropriate and accessible formats. • Ensure that the necessary disciplinary measures are in place to enforce this policy. <p>The equality link governor is Lynn Dove. She will:</p> <ul style="list-style-type: none"> • Meet with the designated member of staff for equality annually, 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
Executive Headteacher	<p>The Executive Headteacher will:</p> <ul style="list-style-type: none"> • Promote knowledge and understanding of the equality objectives amongst staff and pupils • Monitor success in achieving the objectives and report back to governors • Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD. • Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy. • Actively challenge and take appropriate action in any case of discriminatory practice. • Address any reported incidents of harassment or bullying in line with DfE guidance. <p>The designated member of staff for equality (SENCO) will:</p> <ul style="list-style-type: none"> • Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils • Meet with the equality link governor annually to raise and discuss any issues • Support the Executive Headteacher in identifying any staff training needs, and deliver training as necessary

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School Community	Responsibility
	All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10
Teaching & Non-Teaching Staff	<ul style="list-style-type: none"> • Be mindful of any incidents of harassment or bullying in the school. • Address any minor issues of harassment or bullying and report any major breaches of the policy to the Head of School. • Identify and challenge bias and stereotyping within the curriculum and the school's culture. • Promote equality and good relations, and not harass or discriminate in any way. • Monitor pupils' progress and academic needs to ensure the appropriate support is in place. • Keep up-to-date with equality legislation and its application by attending the appropriate training.
Parents	<ul style="list-style-type: none"> • Not discriminate or harass any other pupil, family or staff member of the school community • Actively encourage equality and diversity in the school by contributing their cultural experiences and values, informing the Board of Directors of actions that can be taken, and by supporting and challenging the school to achievement the commitment set out in this policy • Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff. • Abide by all the school's equality and diversity policies, procedures and codes.
Pupils	<ul style="list-style-type: none"> • Not discriminate or harass any other pupil or staff member. • Actively encourage equality and diversity in the school by contributing their cultural experiences and values. • Report any incidences of bullying or harassment, whether to themselves or to others, to the Head of School or to another member of staff. • Abide by all the school's equality and diversity policies, procedures and codes.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the Board of Directors 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 school community in tackling inequality and achieving equality of opportunity for all.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

6. Eliminating discrimination

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

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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 September.

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

7. 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)

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

- Due to the small numbers, the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable.
But will:
- 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)

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Equality objectives will be published at least every four years commencing on the date of the last publication.

Bullying and prejudice will be carefully monitored and dealt with accordingly.

8. 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

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- 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 groups to speak with our pupils, 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

9. 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

10. Equality objectives

Objective 1	To improve the attendance of children within vulnerable groups, with particular emphasis on Pupil Premium and SEND
Why we have chosen this objective:	Over academic year 2018-2019 and year to date 2019-2020, the overall attendance figures for a) All Pupils with SEND compared to Non-SEND, and b) Pupils with Pupil Premium compared to those without, continues to appear lower across all schools in our Trust.
To achieve this objective, we plan to:	<ul style="list-style-type: none"> - Regular reporting of vulnerable groups attendance (at least half termly) to identify both school based issues and individual issues - Procurement of non LA based Education Welfare Service - Staffing review which places more emphasis on family and attendance as well as learning for pupils in our vulnerable groups
Success Criteria:	<ul style="list-style-type: none"> - Data analysis for identified groups begins to fair as good or better than those outside of these groups - Key progress on attendance is made for specific, high concern cases
Timescales:	<ul style="list-style-type: none"> - Contract with Education Welfare Management (EWM) in place March 2020 - New staffing structure to be developed for September 2020 - Following this, academic year 2020-2021 should show comparatively better attendance for these identified groups

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Progress we are making towards this objective	<ul style="list-style-type: none"> - Contract is in place for Education Welfare Management; they already have initial awareness of one high needs case, and are working alongside school to update our Attendance Policy in preparation for September 2020
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Objective 2	To monitor the new RLLAT Curriculum (commenced September 2019) to ensure that this results in good outcomes for pupils within our vulnerable groups (particularly those working below age related that are pupil premium / SEND / EAL)
Why we have chosen this objective:	A new curriculum is in place across schools in our Trust, from September 2020, and the Trust wants to ensure that this is relevant, appropriate and provides secure opportunities for pupils in vulnerable groups to success (e.g. pupils with EHCP / SEND / EAL)
To achieve this objective, we plan to:	<ul style="list-style-type: none"> - Curriculum is in place by September 2020 through the combined work of Senior Leaders and all curriculum leads - SLT closely monitor the impact of this new curriculum over academic year 2019-2020 (and beyond) with a definite focus on how it meets the needs of pupils in vulnerable groups e.g. SEND / those working below expectation within pupil premium group - Further refinement of all objectives within the curriculum, breaking these down into 3 levels (Basic, Core and Advanced) - Development of bespoke Target Tracker package to ensure that pupils can be assessed in line with these graduated objectives
Success Criteria:	<ul style="list-style-type: none"> - Curriculum RAGs show green in relation to how the curriculum meets the needs of pupils working below expectation, pupil premium children and in particular pupils with SEND - New target tracker format is able to better monitor and analyse the progress and attainment for pupils working below age related / pupil premium / SEND / EAL - Senior leaders are sure that that RLLAT curriculum fully meets the needs of all pupils
Timescales:	<ul style="list-style-type: none"> - New curriculum September 2019 - Refined curriculum with basic, core and advanced objectives – April 2020 - Bespoke Target Tracker – September 2020
Progress we are making towards this objective	<ul style="list-style-type: none"> - As at April 2020, all areas of the curriculum have broken down objectives - Anna Pike is working alongside Target Tracker to begin to formulate the bespoke package

Objective 3	Continue to explore the use of new technologies to support pupils in vulnerable groups in accessing their learning.
Why we have chosen this objective:	Within our schools, we have a high priority of pupils with SEND whose primary area of need is cognition and learning, and in particular processing and literacy based needs

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To achieve this objective, we plan to:	<ul style="list-style-type: none"> - Consider technologies available that would support children higher up our schools who have more complex needs in terms of ability to compose extended writing and thus manage the demands of the curriculum
Success Criteria:	<ul style="list-style-type: none"> - Pupils with specific needs have a wider option of resource available to them in order to support with independent access to the curriculum
Timescales:	July 2021
Progress we are making towards this objective	<ul style="list-style-type: none"> - Initial research has been carried out and costed for: <ol style="list-style-type: none"> a) Word processing packages (Ghotit) b) Access to electronic devices for specific pupils (liaison with IT provider re possibilities / costings) c) Consider whole school use of friendly format books for the books across our literacy curriculum

Objective 4	To ensure that the academic and hidden curriculum places key focus on the development of knowledge of different cultures for our children
Why we have chosen this objective:	Our school is a small, rural school, predominantly with children of white, British background, who speak English as first language. Children know their own locality well and are proud of it, but it is important that through school, children get to know, compare and contrast their own cultures with that of others.
To achieve this objective, we plan to:	<ul style="list-style-type: none"> - Subject leaders to ensure that their curriculum areas have an underlying focus, where appropriate, on the development of children's understanding of different cultures – key links are identified in the planning - Subject leaders and Heads of School to consider how we can further develop the hidden curriculum over 2020-2021 with a key cultural focus e.g. through a planned schedule of events - Sue Smart to consider this through specific art development work - All staff (and stakeholders) to proactively develop links with other faith, cultural and minority groups and increase events, visits, visitors and other liaison around this
Success Criteria:	<ul style="list-style-type: none"> - Children are able to talk about their experiences and knowledge of other cultures and compare this with their own - Art and display work around the school places emphasis on an understanding of different cultures - Curriculum RAGs highlight in green where culture is specifically developed by subject leaders and teachers
Timescales:	July 2021
Progress we are making towards this objective	

The school will update all published equality documentation annually and will publish its objectives at least every four years.

11. Collecting and using information

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their equality workings and procedures.

Any personal data the school collects will be processed in accordance with the Data Protection Policy (GDPR Compliant).

12. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

If incidents continue to occur, the school will address them immediately and report them to the LA.

The following is guidance on the procedure for dealing with prejudice-related incidents:

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

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- stop the incident and comfort the person who is the victim;
- if appropriate, reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Head of School and inform them of any action taken
- the Head of School will inform the Executive Headteacher
- inform the class teacher(s) of both the victim and the aggressor when the incident relates to a child in school
- record what happened on CPOMs
- inform both sets of parents, if appropriate.

Incidents will be dealt with in a sensitive manner. The PSHE curriculum will be used to help promote a positive image of all members of society, with particular reference to the protected characteristics made reference to in this policy.

All prejudice related incidents will be recorded and reported to the Board of Directors by the Executive Headteacher.

13. Appeal process

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

The school will adhere to the Complaints Policy when following the grievance procedure.

14. Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality. Each curriculum subject will be kept under review to ensure that it reflects the principles set out above

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality

15. Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to all groups employed. The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no bias based on the protected characteristics. No teaching and support staff posts are sex specific. All staff have equal access to in-service training and posts of responsibility.

16. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

17. Monitoring arrangements

The Executive Headteacher alongside the Senior Leadership Team will update the equality information we publish, at least every year.

This document will be reviewed by Board of Directors at least every 4 years.

This will be monitored and evaluated in the following ways:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement
- Equal opportunities recruitment data
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- The exclusion and other aspects of the behaviour management system by protected characteristics
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

In considering the effectiveness of this scheme, consultation will be undertaken with staff, Governors, pupils and Parents / Carers to assist in this review process.

Any changes made to this policy will be communicated to all members of staff.