



# Sir John Cass's Foundation Primary School

## Equality Policy

Date adopted	January, 2018	Notes
Last Reviewed	July, 2014	
Review Cycle	As required	
Review by	Curriculum Committee	

## 1. Aims

- a) Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:
- b) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- c) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- d) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

- a) This document meets the requirements under the following legislation:
- b) [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- c) [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
- d) 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:

- a) 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
- b) Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- c) If you have an equality link governor, insert and amend as applicable, the following:
- d) The equality link governor is Sally Moore. They will:
  - i. Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
  - ii. Ensure they're familiar with all relevant legislation and the contents of this document
  - iii. Attend appropriate equality and diversity training
  - iv. Report back to the full governing board regarding any issues
- e) The headteacher will:
  - i. Promote knowledge and understanding of the equality objectives amongst staff and pupils
  - ii. Monitor success in achieving the objectives and report back to governors
  - iii. If you have a designated member of staff for equality, insert and amend as applicable, the following:
- f) The designated member of staff for equality will:
  - i. Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
  - ii. Support the headteacher in identifying any staff training needs, and deliver training as necessary
- g) 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**

- a) The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- b) Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- c) 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.
- d) Staff receive training on the Equality Act every 2 years.
- e) The school has a designated member of staff for monitoring equality issues, 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**

- a) The following are suggestions only and will need to be adapted depending on your school's circumstances.
- b) As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
  - i. 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)
  - ii. Taking steps to meet the particular needs of people who have a particular characteristic
  - iii. Encouraging people who have a particular characteristic to participate fully in any activities – as a rule all children should be encouraged and promoted to take part in every school activity.
- c) In fulfilling this aspect of the duty, the school will:
  - i. Publish attainment data each academic year showing how pupils with different characteristics are performing
  - ii. Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
  - iii. Make evidence available identifying improvements for specific groups  
Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. Fostering good relations**

- a) The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
  - i. 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
  - ii. 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
  - iii. 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

- iv. 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
- v. 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**

- a) The school ensures it has due regard to equality considerations whenever significant decisions are made.
- b) 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:
  - i. Cuts across any religious holidays
  - ii. Is accessible to pupils with disabilities
  - iii. Has equivalent facilities for boys and girls
  - iv. The school keeps a written record of the equality impact on every educational visits risk assessment undertaken

**8. Equality objectives**

- a) As part of our work on equalities we update a 4 yearly plan which details out measurable objectives in relation to minimising and reducing inequality. This is available as part of the schools single year plan.

**9. Monitoring arrangements**

- b) The Headteacher will update the equality objectives on a yearly basis.
- c) This document will be reviewed by Curriculum, Pupil Achievement and Pupil Affairs Committee at least every 4 years.
- d) This document will be approved by the Full Governing Body

**10. Links with other policies**

- e) This document links to the following policies:
- f) Accessibility policy and plan
- g) Risk assessments
- h) SEND Policy
- i) Pupil Premium impact statement