

Equality Policy

(including Equalities Information and Objectives)
To Comply with the Equality Act 2010 and
The Public Sector Equality Duty 2011

1. Aims

Syresham St James Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values to promote respect, generosity, courage, love, fairness and forgiveness.

At Syresham St James Primary School we recognise that we have duties under the Equality Act 2010, which aims to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These aims will be achieved by:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

2. Statement of Intent

Syresham St James CE Primary School has due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations with people from protected groups.

Syresham St James CE Primary School understands and recognises that there are eight protected characteristics/groups covered by the Equality Act 2010, which are:

1. Age (as an employer of staff – but not applicable to pupils)
2. Disability
3. Sex
4. Race
5. Religion and belief
6. Pregnancy and maternity
7. Sexual orientation
8. Gender reassignment

3. Guiding Principles

At Syresham St James CE Primary school we will fulfil our legal responsibilities by acting in accordance with our shared values and guiding principles.

1. We see all pupils, potential pupils, their parents and carers, and staff as being of equal value:
 - Whether or not they are disabled

- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their language

2. We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff. We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist. We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard. In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through Parent Governor representation and Parent Forum, and for staff, through Staff Governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion. We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence. We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality

Act 2010. Our current equality information can be found as an appended to this policy, which is published on the school website.

9. We set ourselves specific and measurable equality objectives.

We undertake to develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

We will do this by gathering information already held and putting it into a matrix that will help identify any gaps. Information will be gathered from:

- Parent questionnaires – two questionnaires cover pupil disability identification and pupil welfare information
- Pupil attainment and progress data
- Pupil voice interviews
- Exclusions records
- Bullying/hate incident records
- Attendance levels
- Access arrangements and take-up for after school clubs etc.
- Governor monitoring of the impact of policies and practices on pupils

Although this setting does not legally have to publish information on the workforce (we employ below 150 people) we will conduct an equality analysis on employment policies and practices.

The published information will be presented in such a way as to protect identification of individuals, or small groups of people, so as not to affect their rights under the Data Protection Act.

10. The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Roles and responsibilities

The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Signed:
(Headteacher)

Date:

Date of next review: September 2020

Signed: 
(Chair of Governors)

Date: 28.09.16

STAGES 1 & 2: EQUALITY INFORMATION & ENGAGEMENT

Protected characteristics	What evidence do we hold	How do we advance equality of opportunity and engage with protected groups
Race	<p>Pupil data Attainment & progress data through tracking and pupil progress meetings Inclusion matrix including vulnerable learner groups Ofsted Report LA Good Practice Reports Staff Induction policy, CPD and training</p>	<p>Communication through school website, text messaging and letters home. Direct communication by telephone or in person with parents and carers where identified as needed. Parent Forum. Parent Teacher Meetings. Parent Information Meetings. Liaison with outside agencies. Target Children Plans. Targeted use of Pupil Premium funding and monitoring of impact. Targeted use of PE and Sports Premium and monitoring of impact. Inclusion Policy Behaviour Policy</p>
Disability	<p>Pupil data Attainment & progress data through tracking and pupil progress meetings Inclusion matrix including vulnerable learner groups Ofsted Report LA Good Practice Reports Staff Induction policy, CPD and training</p>	<p>Communication through school website, text messaging and letters home. Direct communication by telephone or in person with parents and carers where identified as needed. Parent Forum. Parent Teacher Meetings. Parent Information Meetings. Liaison with outside agencies. Target Children Plans. Targeted use of Pupil Premium funding and monitoring of impact. Targeted use of PE and Sports Premium and monitoring of impact. Inclusion Policy Behaviour Policy Car parking Access ramps Access round school Letters from school to health workers</p>
Sex	<p>Pupil data Attainment & progress data through tracking and pupil progress meetings Inclusion matrix including vulnerable learner groups Ofsted Report LA Good Practice Reports Staff Induction policy, CPD and training</p>	<p>Communication through school website, text messaging and letters home. Direct communication by telephone or in person with parents and carers where identified as needed. Parent Forum. Parent Teacher Meetings.</p>

		<p>Parent Information Meetings.</p> <p>Liaison with outside agencies.</p> <p>Target Children Plans.</p> <p>Targeted use of Pupil Premium funding and monitoring of impact.</p> <p>Targeted use of PE and Sports Premium and monitoring of impact.</p> <p>Inclusion Policy</p> <p>Behaviour Policy</p> <p>Variety of extra-curricular opportunities</p>
Gender Reassignment	<p>Only applicable to staff</p> <p>Personnel records</p> <p>County guidelines</p> <p>Staff Handbook</p> <p>Staff Code of Conduct</p>	<p>Open and fair recruitment process monitoring by LA HR.</p>
Pregnancy & Maternity	<p>Only applicable to staff</p> <p>Personnel records</p> <p>County guidelines</p> <p>Staff Handbook</p>	<p>Work within the framework of County HR policies</p> <p>Conduct risk assessments for pregnant staff</p> <p>Offer opportunities for Part Time working and job shares.</p>
Age	<p>Only applicable to staff</p> <p>Personnel records</p> <p>County guidelines</p> <p>Staff Handbook</p>	<p>Work within the framework of County HR policies</p>
Religion and Beliefs	<p>Pupil data</p> <p>Attainment & progress data through tracking and pupil progress meetings</p> <p>Inclusion matrix including vulnerable learner groups</p> <p>Ofsted Report</p> <p>LA Good Practice Reports</p> <p>Staff Induction policy, CPD and training</p>	<p>Communication through school website, text messaging and letters home.</p> <p>Direct communication by telephone or in person with parents and carers where identified as needed.</p> <p>Parent Forum.</p> <p>Parent Teacher Meetings.</p> <p>Parent Information Meetings.</p> <p>Liaison with outside agencies.</p> <p>Target Children Plans.</p> <p>Targeted use of Pupil Premium funding and monitoring of impact.</p> <p>Targeted use of PE and Sports Premium and monitoring of impact.</p> <p>Inclusion Policy</p> <p>Behaviour Policy</p> <p>Collective Worship Policy</p> <p>RE Curriculum</p> <p>Assembly topics</p> <p>Option to withdraw from assemblies and hymn practice</p>
Sexual Orientation	<p>Only applicable to staff</p> <p>Personnel records</p> <p>County guidelines</p> <p>Staff Handbook</p>	<p>Work within the framework of County HR policies</p>

STAGE THREE – EQUALITY ANALYSIS

Protected characteristics	How effective are we at eliminating	How effective at advance equality of opportunity	How effective at fostering good relations
Race	We have very low numbers in this characteristic group. Mostly in this group are travellers with whom we have good relationships Tracking and monitoring is part of a continuous cycle. Impact of Pupil Premium funding is measured where applicable.	Pupils make good progress when they are in attendance. Pupils are given every opportunity to particulate fully in school life and do in most cases.	Very effective. Direct liaison with traveller families.
Disability	We have very low numbers in this characteristic group. Tracking and monitoring is part of a continuous cycle. Impact of Pupil Premium funding is measured where applicable. Support is appropriately targeted and the impact is continuously monitored.	Pupils make good progress. Pupils particulate fully in school life.	Very effective. Parent communication and liaison with external agencies is good.
Sex	No gender trends of current concern.	No issues at the moment, but monitoring is ongoing.	Effective
Gender Reassignment	Not applicable at this time		
Pregnancy/maternity	Not applicable at this time		
Age	Good spread of ages amongst current staff	No recruitment at this time	Effective
Religion and belief	We have low numbers of non-Christians at this setting. Currently 3 Jehovah's Witnesses on roll.	All pupils are fully engaged in school life and the RE Curriculum.	Very effective. Parents are fully informed in order to make choices about when to withdraw children from Christian worship.
Sexual orientation	Not applicable at this time.		

STAGE FOUR – publishing

Syresham St James CE Primary School will publish annually on 31st March the following information:

- Equality within policies and practice and engagement – the information held in the Stage 1 and 2 Matrix
- Equality Analysis – the information held in the Stage 3 Matrix

The information will be posted on our web site and parents will be advised that an up-to-date version is available. The information will be held in paper form within our school policies folder and available to all on request.