



Equality Information and Objectives Policy

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Policy Owner	Head Teacher
Approved by	Full Governing Body

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Statement of Intent

Prior's Mill CE Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

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

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and Schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Data Protection Policy

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

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

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

As a maintained school, the responsible body for Prior's Mill CE Primary School is the Local Authority.

2. Principles and Aims

Our Christian vision underpins all our work at Prior's Mill:

As an inclusive Church of England primary school, we welcome children and families of all faiths and none to be part of our school family which has a distinctly Christian character and ethos. At Prior's Mill, we encourage everyone to discover, flourish and grow in their talents, nurturing their God given gifts and potential. We work with passion to foster a love of learning, a love of community and personal resilience. Following in the footsteps of Jesus, we are a school where kindness, forgiveness, respect and honesty underpin our words and actions.

Therefore, we see all children and their parents as of equal value, regardless of any protected characteristic. 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.

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.
- Promote **disability equality**, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promote **gender equality** by eliminating unlawful discrimination and harassment, and promote the equality of opportunity amongst individuals of all genders.

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 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. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities and are given appropriate training and support.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- 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.
- Observe good equalities practice in staff recruitment, retention and development.

3. Roles and Responsibilities

The governing body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.

- 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 body.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

*The school adopts the Local Authority Admissions Policy.

The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive appropriate equality and diversity training.
- 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.

Employees will:

- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- 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.

Pupils will:

- Not discriminate against or harass any other pupil or staff member.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head teacher or to another member of staff.
- Abide by the Prior's Promise which expects kindness and respect from all and supports the school's equality policy.

4. Promoting Equality

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Prior's Mill CE Primary School under the three specific duties of the Act.

Eliminate Discrimination Harassment and Victimisation

- Implementing our Behaviour, Positive Handling and Anti-bullying Policies in order that all children are treated with dignity, feel safe at school and address any prejudicial behaviours.
- Regularly reviewing our curriculum design to ensure that it:
 - reflects current guidance i.e Guidance 2020 DfE Relationship and Sex Education,
 - promotes spiritual, moral, social and cultural learning opportunities
 - meets the needs and interests of all learners
 - provides opportunities to understand human rights and fundamental British Values
 - promotes respect for diversity and challenges negative stereotyping

- Reporting, responding to and monitoring all racist incidents
- Ensuring that teaching is of the highest quality and ensure all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advance Equality of Opportunity

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- 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 activities
- Listening to pupils at all times
- Listening to parents/carers
- Encouraging participation of parents/carers and pupils in school development

Foster Good Relations

- Ensuring that equality and diversity are embedded in the curriculum and in collective worship
- Ensuring that Prior's Mill CE Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

5. Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1

Use performance data effectively to identify and respond to variations in attainment and achievement between children who may be affected by discrimination and a lack of equal opportunity and therefore could be described as vulnerable and their non-vulnerable peers.

Objective 2

Develop pupils' understanding of identity, diversity, community and equality through embedding the revised school vision and reviewing and improving the curriculum and enrichment opportunities.

Objective 3

Increase staff understanding of equality and its implications on a day to day basis, and in this way reduce or remove inequalities throughout the school, particularly inequalities relating to the protected characteristics listed in the Act.

6. Collecting and Using Information

In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

7. Publishing Information

The school will update its equality objectives at least every four years and publish these on the school website. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

8. Complaints Procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

9. Monitoring and Review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

PMPS Equality Objectives

December 2021 – December 2025

Objective 3	Use performance data effectively to identify and respond to variations in attainment and achievement between children who may be affected by discrimination and a lack of equal opportunity and therefore could be described as vulnerable and their non-vulnerable peers.
Evaluation 2022	
Objective 2	Develop pupils' understanding of identity, diversity, community and equality through embedding the revised school vision and reviewing and improving the curriculum and enrichment opportunities.
Evaluation 2022	
Objective 3	Increase staff understanding of equality and its implications on a day to day basis, and in this way reduce or remove inequalities throughout the school, particularly inequalities relating to the protected characteristics listed in the Act.
Evaluation 2022	