

# Falconbrook School

## Equality Policy and Equality Objectives



Policy updated: September 2018	Review date: September 2019	Signed and dated:
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## **Aims.**

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.
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### **1. The protected characteristics are:**

- ✓ Age – the Act protects people of all ages.
- ✓ Disability – under the Act, a person is disabled if they<sup>7</sup> have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- ✓ Gender Reassignment – the Act provides protection for trans-sexual; people. A trans-sexual person is someone who proposes to, starts or has completed a process to change his or her gender.
- ✓ Marriage and Civil Partnership – the Act protects employees who are married or in a civil partnership against discrimination.
- ✓ Pregnancy and Maternity – a woman is protected against discrimination on the grounds of pregnancy and ,maternity during the period of her pregnancy and any statutory leave to which she is entitled.
- ✓ Race – for the purposes of the Act ‘race’ includes colour, nationality and ethnic or national origins.
- ✓ Religion or Belief – in the Equability Act religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. A religion must have a clear structure and belief system.
- ✓ Sex – both men and women are protected under the Act.
- ✓ Sexual Orientation – the Act protects bisexual, gay, heterosexual and lesbian people.

## **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.

## **2. Key principles.**

- **We believe all learners and staff are of equal value** whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identify, whatever their religious or non-religious affiliation or faith background, whatever their sexual orientation and whether they have a disability.
- **We take account of differences and strive to remove barriers and disadvantages which people may face.** We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- **We have the highest of expectations for all of our children.** We expect that all of our pupils can make good progress and achieve their highest potential.
- **We work to raise standards for all pupils, including the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **We will have due regard of the need to:**

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and those who do not share it.

### **We collect and use equality information to help us to:**

#### **Identify key issues:**

- understand the impact of our policies, practices and decisions on staff and pupils with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out any of our functions; and identify what key equality issues are for our organisation

#### **Assess performance:**

- Benchmark our performance and processes against those of similar organisations, nationally and locally.

#### **Take action:**

- Consider taking steps to meet the needs of pupils and staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties; and have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision making.

### **3. How we aim to eliminate discrimination, harassment and victimisation.**

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

- Staff and governors are reminded of their responsibilities under the Equality Act.
- Equality information and objectives are included in the induction of all new staff.
- We take account of equality issues in the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for differently abled pupils designed to enhance access and participation to an equal level as all pupils and stop differently abled children being placed at a disadvantage compared to their peers.
- The head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which values respect for all members of the community.
- Our admissions arrangements are fair, transparent and conform to LA guidelines.

We aim to address prejudice and prejudice based bullying:

- The school challenges all forms of prejudice, and prejudice –based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. [For further information see [Behaviour Management Policy](#) and [Anti-Bullying Policy](#)].

### **4. How we promote equality of opportunity between different groups.**

We collect and analyse data in order to inform our planning and identify targets to achieve improvement.

- Our pupil admission procedures include opportunities to identify children with disabilities prior to them starting at Falconbrook.
- We collect data and monitor outcomes for different groups of pupils and use that data to support school improvement. We take action to close any gaps, for example for those making less than typical progress in reading, writing and maths.
- We analyse progress and attainment data for all pupils and significant groups across the school year across the school year; including analysing standards reached by different groups within our school at the end of each academic year for:
  - *Gender*
  - *Ethnicity*
  - *PPG and non-PPG*
  - *EAL*
  - *SEND*
  - *LAC*
- We collect and analyse data in relation to attendance and exclusions for different groups.
- The teaching team is supported to use a range of teaching strategies to ensure we meet the needs of all of our pupils.

- We ensure equality of access for all of our pupils to a broad and balanced curriculum removing barriers to participation where necessary.

## **5. How we foster good relations:**

- **Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum.** This includes teaching in RE (Religious Education), and PSHE (personal, social, health education), but also activities in other curriculum areas. E.g. as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- **We teach pupils about tolerance and respect** and managing difficult situations they may encounter. E.g. PATHS programme.
- **We teach pupils about difference and diversity** and the impact of prejudice, discrimination and bullying. E.g. Anti-Bullying themed weeks; school council & class discussions and themed assemblies.
- **We promote a whole school ethos and values** based on respect, tolerance & equality.
- **We provide opportunities for pupils to appreciate** their own culture and celebrate the diversity of other cultures. **E.g. International Days and whole school Eid and Christmas celebrations.**
- **Working with our local community.** This includes organising school trips and activities based around the local community and participating in local events E.g. the school choir performing community Christmas concerts.
- **We promote positive messages about equality and diversity** through displays, assemblies, visitors, whole school events. E.g. Black History Month and Smile Day [a whole school fund raising event for the international Smile Charity]
- **We are developing links with people and groups who have specialist knowledge** about particular characteristics, which will help inform and develop our approach.

### **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 or event:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

An Equality Assessment is included in trip and activity pre-booking authorisation procedure. (Jan '19).

## Equality objectives for 2018-2019

These objectives are closely linked to the school priorities, the analysis of statistical and empirical data and other evidence. They also take into account national and local priorities and issues.

Equality objective	Why we have chosen this objective.
To continue to work on diminishing the difference in gender attainment and progress in writing.	End of year data 2017-2018 evidences gender attainment & progress gap with boys making less progress than girls in upper KS2. Ref: Standards Report July '18
Rapid identification of barriers and disadvantages faced by different children / families in order to provide relevant support and early help or interventions.	Large numbers of pupils / families identified as requiring early help support. Attendance of PPG pupils below attendance of non-PPG Ref: PPG Evaluation for 2017-2018
To contain to work narrow gap in progress and attainment for PPG & non-PPG (where specific gap is evident).	There is no subject or cohort specific gap evident for 2018-2019. Bespoke intervention required where relevant. Ref: Standards Report July '18

## 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 equality link governor is Steven Jones (CoG) who will:**

- Meet with the designated member of staff for equality every term 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

### **The designated member of staff for equality is Sarah Pieniek-Jones (DHT) who will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver / arrange training as necessary

### 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.

### The school community:

- We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting the requirement of the Equalities Act.

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in this document.

### **Monitoring arrangements**

The governing board will update the equality information we publish, [described in sections 5-9 above], at least every year.

This document will be reviewed by the governing board at least every 4 years.

### **Relevant policies**

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy
- Behaviour Management Policy
- Educational Trips Policy (pre-booking authorisation procedure)