

# Equalities Policy

Policy Author – Sarah Edwards

## Policy Adopted by the Governing Body

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Sean Pond  
Chair of Governors

Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.

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## Introduction: Purpose and aims

### Aims

Our school aims to meet its obligations under the Equality Act 2010 (Specific Duties) Regulations 2011, for the public sector by having due regard to the three key aims listed in the Act 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

Equal opportunities lie at the heart of all that we do at Springwater School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.

### 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 Act protects individuals from discrimination and harassment based upon “protected characteristics”. The protected characteristics are: -
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex, and Sexual orientation
- 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

Policy detail:

## **Springwater School Context**

Springwater School has a diverse staff and pupil population. The number of employees is not over 150 and we therefore do not have to report on any figures relating to protected characteristics.

. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

## **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
- Ensure that the school complies with equality legislation
- Monitor the application of the policy annually, and use impact assessments to inform future plans
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

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 designated member of staff for equality is Jane Sidwell, PSHCE lead. She will: review the school policy and provide training and up dates for staff regarding the Law, policy and practice.

Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8

### **All Staff will**

- Familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented.
- Teachers will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.

### **Pupils will**

- Where appropriate, will be made aware of how the equality and diversity scheme applies to them.
- They will learn to treat each other with respect and have the confidence to report incidents to adults.

### **Parents/Carers will**

- Be encouraged to participate fully in implementing the equality and diversity scheme within the school – particularly by reinforcing its ethos at home.

## **Eliminating discrimination**

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

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 training will be structured to raise awareness of equality issues and cover the terms of the policy. The staff code of conduct notes the expectations for all staff working at the school to adhere to the policy.

The school has a designated member of staff for monitoring equality issues (Jane Sidwell), and an equality link governor. They regularly liaise

regarding any issues and make senior leaders and governors aware of these as appropriate.

## **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 who are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT+ pupils who are being subjected to bullying due to their orientation)

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 clubs)

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

Publish attainment data each academic year showing how pupils with different characteristics are performing

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)

Publish further data about any issues associated with particular protected characteristics, identifying any issues, which could affect our own pupils

## **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 activities in other curriculum areas.

Holding special events dealing with relevant issues. Pupils will be encouraged to take a lead in such events and we will invite external speakers to contribute (for example marking National Refugee Week and holding a Pride in Diversity Day)

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, or during special days/or focus weeks 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 also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps 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:

Occurs during any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.



## **Equality objectives**

Our equality objectives are:

- To tackle prejudice and promote understanding in relation to people with disabilities

### **Objective 1: To promote spiritual, moral, social and cultural development for all pupils through curricular and extra-curricular opportunities**

Why we have chosen this objective: in order to acknowledge and address the issue that pupils with special educational needs, and disabilities may not be afforded the same access as their typically developing peers, nor will they necessarily have the independence to attend events and venues, or access material via social media/traditional media.

To achieve this objective we plan to: teach RE, create special focus events and days, promote visits into school from different religions and ethnicities and promote visits to different places of worship.

Progress we are making towards this objective: in the academic year 2017 – 2018 we held daily assemblies, had a Harvest, Christmas and Easter service, had a focus on Weddings and how they are celebrated in different cultures – there were visits from Sikhs, Muslims and Hindus to help with this. We have resourced three classes with culturally accessible materials where there are children from Syria.

### **Objective 2: To continue to narrow the gap between pupils eligible for pupil premium and those that are not (namely to address the needs of three pupils who did not meet expected outcomes this year, particularly as for one pupil this may relate to a recently diagnosed profound hearing loss)**

Why we have chosen this objective: All other PP pupils this year (17/18) met expected, or exceeded their outcomes. We want to improve on this next year in order that all pupils who are in receipt of Pupil Premium at least meet expected outcomes.

To achieve this objective we plan to: provide additional Speech and Language Therapy support. Request an Educational Psychologist

assessment of classroom environment, and request and monitor support from the hearing impaired service, which this year has been interrupted by long-term sickness absence.

Progress we are making towards this objective: N/A (Sept 18 onwards)

**Objective 3: To reduce the incidence of racist incidents and to work with the specific pupil (from whom this is arising) to reduce this to no incidents. To be monitored through challenging behaviour recording and by SLT when taking assemblies.**

Why we have chosen this objective: Racist incidents are rare in school, but all of the reportable incidents arise from one pupil. We are concerned to develop his citizenship and understanding/friendships with culturally diverse groups in order to prepare him for adult life in society.

To achieve this objective we plan to support on a one-to-one basis in all achievement assemblies – coaching him to manage his strong feelings. Provide regular play and teaching opportunities where he is encouraged to be tolerant about diversity. Support him through smaller scale assembly activities and special events in school – developing his understanding of diverse cultures and refugee status.

Progress we are making towards this objective (to be reported termly)

## **Monitoring arrangements**

The Head teacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Equalities Governor, reporting to the relevant sub committee at least every year, in conjunction with the PSHCE/SMSC lead teachers.

This document will be approved by the Governing Body on an annual basis.

Links with other policies

This document links to the following policies:

- Accessibility Plan
- Positive Behaviour Policy

- Recruitment Policy
- Pay Policy
- Risk Assessment
- PSHCE Policy
- Touch Policy
- Personal Care Policy

## Additional information to support the policy

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## Policy definitions

- Springwater, We, Us - Refers to Springwater School staff; the policy author
- Colleague(s) - Refers to colleagues directly in the employ of Springwater School

Policy reviewer - The Governing Body of Springwater School

## Policy review schedule

Review Schedule (years)	
Next Review Date	Click or tap to enter a date.