

Equality Policy



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INTRODUCTION

At Headlands we believe every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Therefore, Headlands CE J I and N School welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to school pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

AIMS

The aim of this policy is to set out how the school complies with the Equality Act (2010).

At Headlands, we aim to meet our 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

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 requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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

ETHOS, VISION AND VALUE

At Headlands we recognise that we are all unique and created in God's image. This underpins our vision for education, is integral to our church school ethos and reinforced within a framework of strong Christian values. We are committed to promoting the understanding of the principles and practices of equality - treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Inclusion permeates every aspect of school life to increase learning and participation for all pupils. Particular attention is paid to the provision made for different groups of pupils within school who may be vulnerable, for example because of their attainment, gender, ethnicity, disability or background. At Headlands, we aim to ensure that all those connected to the school feel proud of their identity and able to participate fully in school life. Our staff have a good understanding of the theories regarding Equity vs Equality which were thoroughly explored during our whole school training as part of the Alex Timpson Project in 2019/2020. As a result of this, all of our staff recognise that treating people equally does not necessarily involve treating them all the same.

ROLES AND RESPONSIBILITIES

The governing body will:

- Ensure that the equality information and objectives 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 they are familiar with all relevant legislation and the contents of this document
- Delegate responsibility for monitoring the achievement of the objectives on a regular 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
- Work alongside other senior leaders to engage at the earliest point with new families. For example, at the point of entry, school will continue to gather information from a range of sources such as the child's parents/carers, previous school or nursery setting plus any external agencies.

- Enable other senior leaders to facilitate termly pupil progress meetings in order to ensure that aspects of all children's provision and progress is regularly tracked and discussed so that provision maps, Individual Education Plans (IEPs), My Support Plans (MSPs), Educational Health Care Plans (EHCPs) and Individual Behaviour Plans (IBPs) can be reviewed regularly
- Ensure that there is a schedule in place for monitoring the quality of teaching and learning in classrooms in order to identify whether or not the needs of all learners are being met
- Provide opportunities for all families to take part in any school consultation processes and encourage all families to share their personal views about school provision annually through completion of the online Parent View questionnaire which can be accessed by the school website

All school staff are expected to have regard to this document and to work to achieve the equality objectives as set out in the annual School Improvement Plan.

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. A discussion about Equality and Diversity takes place during the induction process for new staff.

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 pupils which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of pupils who have a particular characteristic
- Encouraging pupils who have a particular characteristic to participate fully in any activities

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

- Collect attainment data three times during each academic year showing how pupils with different characteristics are performing
- Provide an analysis of the above data for governors to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups

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 encouraging open communication and consultation and by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes explicit teaching in Religious Education lessons (RE), Relationships, Sex and Health Education lessons (RSHE) and through our weekly Collective Worship and Reflection activities linked to the school's Christian Values. 'Picture News' and 'Thought for the Week' resources are also used to facilitate and guide discussions with pupils linked to tolerance, respect and current world issues.
- Working closely with our local community. This includes organising trips and activities within and around the local community. For example, visits to local places of worship, visits to the local residential home, taking part in shared activities with the diverse range of pupils and staff within the local Spenborough Cooperative Trust and engaging readily with the annual 'Carry My Story' project.
- Encouraging and implementing initiatives to deal with any arising tensions between different groups of pupils within the school. For example, our School Council, Junior Leadership Team, Collective Worship Committee and group of Cyber Sheriffs all have representatives from different year groups and are formed of pupils from a range of backgrounds.
- Encouraging all pupils to participate in school's activities, such as sports clubs, trips, enrichment and fundraising events
- Providing opportunities for Children in Care (CIC) and children with Special Educational Needs and Disabilities (SEND) to directly and regularly contribute to their own review procedures
- Encouraging all children to express their thoughts and opinions. For example, there are 'Worry Monsters' and 'Worry Boxes' placed around school.

EQUALITY CONSIDERATIONS IN DECISION-MAKING

Headlands recognises the importance of taking account of people's differing experiences, needs and histories and of the differing challenges and barriers which they may face. We ensure we have due regard to equality considerations whenever significant decisions are made. For example:

- When a school trip or activity is being planned, the school considers a number of factors such as whether or not the trip cuts across any religious holidays, is accessible to pupils with disabilities, has equivalent facilities for both boys and girls

EQUALITY IMPACT ASSESSMENT

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have created a template which enables us to carry out an Equality Impact Assessment (see Appendix 1) in order to enable us to carry out a review with regards to the protected characteristics in certain situations. For example, an Equality Impact Assessment may be used when we intend to carry out the following actions:

- to introduce new school provision or practice
- to change or reduce specific aspects of school provision or practice
- to remove specific aspects of school provision or practice.

MONITORING ARRANGEMENTS

The headteacher will review and update the equality information we publish, at least every year. This Equality Policy will be reviewed by the governing body at least every 4 years.

LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility Plan
- School Improvement Plan
- SEND Policy
- RSHE Policy
- RE/Collective Worship Policy
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Assessment Policy

DEVELOPMENT OF THE POLICY - LINKS WITH THE CHURCH OF ENGLAND EDUCATION OFFICE

At national level The National Society has evolved to become the Church of England Education Office (CEEO). Since 2014, the CEEO has provided a wide range of reports and guidance that support and inform the creation of school policies and procedures. This includes;

- Valuing All God's Children (2017)
- Unlocking Gifts
- The Fruit of the Spirit
- What If? Learning
- Making a difference (2014)

These documents can be found at <https://www.churchofengland.org/more/education-and-schools/education-publications>

The Church of England published its first Vision of Education a publication describing the Church of England's passion for and commitment to education for all learners irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

The vision is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, its vision is for 'the common good of the whole community'.

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

APPENDIX 1 - EQUALITY OBJECTIVES 2021-2025

Objective 1

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum.
- Promoting equality with regard to race, gender, disability, religion and ethnicity in our collective worship and assemblies, making links to Christian Values.
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

Why have we chosen this objective?

Currently, there is an under-representation of ethnic groups within the school, when compared to other schools locally and nationally.

How will this be measured and evaluated?

Leaders will monitor coverage of equalities through curriculum monitoring and collective worship/assembly monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Reporting on equalities information through reports to full governing bodies and teaching and learning curriculum. Behaviour records will be monitored and where there are concerns, these will be addressed with follow up support to individual pupils.

Objective 2

To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes by:

- Ensuring consideration is given to equality when arranging school visits and school-based activities;
- Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Why have we chosen this objective?

The school has a broad range of pupils with Special Educational Needs and Disabilities (including SEMH and physical needs).

How will this be measured and evaluated?

Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. Educational Visit Leader and Senior Leaders will monitor relevant paper work to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

APPENDIX 2 - EQUALITY IMPACT ASSESSMENT TEMPLATE

SCHOOL:

DATE:

STAFF INVOLVED:

WHAT IS THE REASON FOR THIS PROPOSAL? (Tick as appropriate)

To introduce new school provision or practice

To change or reduce specific aspects of school provision or practice

To remove specific aspects of school provision or practice

In the box below, outline the legislation or guidance which has led to this proposed change:

In the box below, outline the consultation process. For example, with whom do you intend to consult? How?

POTENTIAL ISSUES

PROTECTED CHARACTERISTIC	POTENTIAL IMPACT OF PROPOSAL (including who this may impact; pupil, staff or parents)	CAN BARRIER BE REMOVED? HOW?
DISABILITY		
RACE		
SEX		
GENDER REASSIGNMENT		
PREGNANCY/MATERNITY		
RELIGION OR BELIEF		
SEXUAL ORIENTATION		
MARRIAGE OR CIVIL PARTNERSHIP		
AGE		