



Equality information and objectives

Holly Trees Primary School

Approved by:	Full Governing Body	Date: 11/10/17
---------------------	---------------------	-----------------------

Last reviewed on:	Autumn 2016
--------------------------	-------------

Next review due by:	September 2018
----------------------------	----------------

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	3
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	5
10. Links with other policies	5

1. 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

2. 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.

3. 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 to the headteacher

The equality link governor is Bob Barr They will:

- Meet with the designated member of staff for equality every year (or sooner if needed) 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 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

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

4. 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 type of training will be determined by the Headteacher and Equality Governor in liaison with the Senior Leadership Team.

5. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 societies)

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

6. 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 also activities in other curriculum areas. For example, as

part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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

7. 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:

- Cuts across 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.

8. Equality objectives

Objective 1: *To improve the overall balance of the membership of the Governing Body, not only by taking account of individuals' skills and experience, but also seeking to identify candidates from groups which are under-represented compared with the make-up of our pupil population.*

Why we have chosen this objective: There are currently three non-British governors on the Governing Body but this still does not lead to the demographic of the Governing Body representing that of the school's population which has 30% of its pupils who are not white British. This has brought to our attention the need for the demographic of the Governing Body to match that of the school in all respects.

To achieve this objective we plan:

*actively to promote, among parents, prospective parents and other stakeholders a greater awareness of the Governing Body and its role, whilst emphasising our aim to ensure that its sixteen members more representative of the background and particular needs of the pupils entrusted to our care. NB – vacancies may occur 2017/18 but, having regard for the terms of office of existing governors, more opportunities will arise in 2018/19, both for parents and carers seeking nomination in elections to become an Elected Parent Governor and when we are seeking to appoint Co-opted Governors. A similar approach will be taken when considering the appointment Associate Members.

Objective 2: *To support pupils with SEND in catching up with their peers in the core curriculum*

Why we have chosen this objective: Our SEND pupils are not making good enough progress by the end of KS2 in the core subjects

To achieve this objective we plan:: to consider the use of interventions and how they can be further developed for the lower ability pupils.

Objective 3: to offer strategies that will support boys' writing attainment matching that of the girls in their cohorts.

Why we have chosen this objective: our boys continue to attain lower in writing than their peers in most year groups

To achieve this objective we plan: to measure the impact of the interventions used in enhancing boys' progress in writing.

9. Monitoring arrangements

The Full Governing Body will update the equality information we publish at least every year.

10. Links with other policies

This document links to the following policies:

- Risk assessment
- Equality Policy
- SEND

* Protected Characteristics - definition

The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are now called 'protected characteristics'. The Act extends some protections to characteristics that were not previously covered, and also strengthens particular aspects of equality law.

Age (no change)

- The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability (new definition and changes)

- The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and longterm adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

As before, the Act puts a duty on the employer to make reasonable adjustments for staff to help them overcome disadvantage resulting from an impairment (for example, by providing assistive technologies to help visually impaired staff use computers effectively).

- **The Act includes a new protection from discrimination arising from disability.** This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (for example, a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.
- **Additionally, indirect discrimination now covers disabled people.** This means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful. The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

Gender reassignment (new definition)

- The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. **The Act no longer requires a person to be under medical supervision to be protected** – so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured

This is being taken into account as part of the review of Sickness Absence, and will be integrated within the updated policy.

Marriage and civil partnership (no change)

- The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity (no change)

- A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination. You must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.
- **Breastfeeding is now explicitly protected**, and needs to be brought to the attention of the providers of e.g. our catering services, or any on-campus retail outlets.

Race (no change)

- For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

Religion or belief (no change)

- In the Equality Act, religion includes any religion. It also includes no religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or no belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

This characteristic includes having a religion or belief and not having one. It does not include political beliefs, scientific beliefs, or supporting football teams. However, there has been a tribunal case where a belief in man-made climate change met the threshold of the belief being 'cogent, serious and worthy of respect in a democratic society.' We have to be mindful of this threshold when determining if a person's belief falls under the protection of the Equality Act. It is important to note that minority religions are treated with the same consideration and respect as more prominent religions.

Sex (no change)

- Both men and women are protected under the Act.

Sexual orientation (no change)

- The Act protects bisexual, gay, heterosexual and lesbian people.