

Equality information and objectives

Simonside Primary School



Approved by:

GB Review Committee

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	2
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

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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. (**Protected Characteristics**. 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**').
- 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 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
- 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.

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 year.

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.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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,

3 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.
- We are working towards becoming a rights respecting school and are part of the ICAM project.

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

8. Equality objectives

Objective 1: *To increase the inclusion, and to improve the learning capacity, of children affected by migration (CAM), by becoming a pilot school for Including Children Affected by Migration project (ICAM).*

At Simonside primary we have a significant number of children who have entered our cohort who are migrants. We aim to address this significant change in our school population and to raise awareness of the issues these children and families may face within the community.

An ICAM online school review was carried out by pupils, staff and parents in July 2017. The results of this review then formed the basis of our ICAM action plan. We identified two areas whereby stakeholders agreed there was room for improvement.

- Effective strategies for the induction of new children affected by migration into our school community.
- Involvement of the local community to enhance the inclusion of children affected by migration.

Please refer to our ICAM action plan to see the many steps that have been taken so far and the impact these actions have had.

Objective 2: *Have in place a reasonable adjustment agreement for all staff who declare any form of disabilities by July 2018. This will ensure we are identifying and meeting their needs and ensure that any disadvantages they feel that they currently experience are addressed swiftly.*

At Simonside Primary we believe that all staff and students should be treated fairly to ensure that they can flourish. Our commitment to this objective not only means that all of our staff have what they need to be successful but also meets our statutory obligations under the public sector equality duty. To achieve this objective we plan to collaborate with staff to formulate the policy, follow any regional or national best practice and work with governors to ensure it meets all requirements.

Progress we are making towards this objective: We have received requests for several adjustments for specific individuals, the next step will be to assess the level of need, draw up an action plan and monitor its implementation.

Objective 3: *To become a Unicef UK silver accredited Rights Respecting School (RRS).*

Simonside aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to reach their full potential. As part of this plan we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of Unicef UK.

We began our journey to become RRS in November 2017. After setting up our RRS steering group and developing an action plan committed to the teaching and promoting of the United Nations Convention on the Rights of the Child (UNCRC), we were awarded bronze in January 2018.

Please refer to RRS action plan and note that at our accreditation visit on Thursday 5th July 2018 we were awarded silver accreditation

9. Monitoring arrangements

The governing review committee of the governing board and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing review committee at least every 4 years.

This document will be approved by governing review committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Equality Objectives were reviewed November 2019

