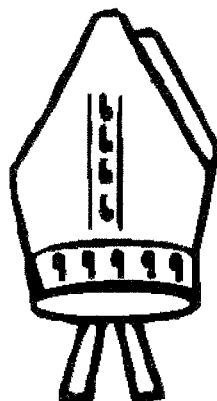


Heber Primary School



Equality Information and Objectives 2018-19

Contents

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

1. Aims

At Heber we recognise and respect differences in people and believe that everyone should be treated with equal value. We are committed to providing an accessible place of learning which values and includes all pupils, staff, parents and visitors regardless of their specific educational, physical, sensory, social, economic, spiritual, emotional or cultural need. Through our broad and balanced curriculum, we ensure children have a chance to express their beliefs and opinions in a safe and non-judgmental environment. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

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

*Protected characteristics are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

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 body 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 head teacher
- **The equality link governor is Tyson Hepple. They will:**

- ✓ Meet with the designated member of staff for equality every and other relevant staff members every half term, 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.
- **Miss Rivka Rosenberg, 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 Mrs. Genevieve Joseph-Williams. She will:**
 - ✓ Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
 - ✓ Meet with the equality link governor every half term to raise and discuss any issues
 - ✓ Support the head teacher 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

Heber is committed to challenging negative attitudes to disability and accessibility. We will endeavour to develop a culture of awareness, tolerance and inclusion. We actively promote positive attitudes and mutual respect between groups and communities.

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 receives training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. Muslim pupils who fast at Ramadan may be special consideration at this time)
- Enabling 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 and removing barriers that may preclude certain pupils from participating)

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

All teaching and support staff will:

- ✓ promote an inclusive and collaborative ethos in their classroom
- ✓ challenge prejudice and discrimination;
- ✓ deal fairly and professionally with any prejudice-related incidents that may occur;
- ✓ plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- ✓ maintain the highest expectations of success for all pupils;
- ✓ support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult; and
- ✓ Keep up-to-date with equalities legislation relevant to their work.

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 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

7. Equality considerations in decision-making

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 ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and 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 narrow the performance gap between those children who are known to be vulnerable to underachievement (including those on Free School Means or Looked After Children) and the other children in the school.

Why we have chosen this objective: *We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. The education of all children at the school is of equal value. We have the highest expectations for all our children. We expect that all pupils can make good progress and achieve to their highest potential.*

To achieve this objective we plan to: *Rigorously target support and track progress for our most vulnerable by raising awareness of who this cohort is and putting them first in line to access early intervention and support*

Progress we are making towards this objective: A core group of people consisting of senior leader, support staff and class teacher embarked on a yearlong project called Challenge the Gap to explore and research the most effective ways to raise attainment for the most vulnerable. From this the school has adopted a growth mindset perspective which is embedded at every level to raise children's beliefs that they can achieve whatever they believe they can. The assistant head is now leading on attainment for the most vulnerable and we are currently in the process of creating the pyramid of need making every member of staff aware of vulnerable children across the school who need specific attention because of their additional barriers to learning.

Objective 2:

Teach a creative curriculum that is broad and balanced that supports the mental health of our pupils and their awareness of others' needs.

Why we have chosen this objective: *Social, emotional and mental health issues feature quite significantly generally across the school and in SEND identification of need. We want to help children understand themselves and build positive relationships without prejudice.*

To achieve this objective we plan to: *Review the RE and PSHE curriculum and streamline all weekly assemblies to comprehensively encompass British values and Heber values.*

Progress we are making towards this objective: *We have employed a full time learning mentor and we are embedding access to this provision across the school.*

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- ✓ *prejudices around disability and special educational needs*
- ✓ *prejudices around race, religion or belief*

Staff receive guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

Objective 3:

Have in place, a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: *Staff are very supportive of each other and teams work well for joint aims. However, it has not been explicitly explored how personal disabilities such as dyslexia/dyspraxia impact on job functioning and what further reasonable adjustments may be made to better support staff.*

To achieve this objective we plan to: *Encourage staff to be forthcoming with this information in a culture of acceptance and support. Support and review staff needs through appraisal and ongoing discussion.*

Progress we are making towards this objective: *All staff embarked on a contracting session from the first INSET in September to agree on what is working well in teams and what needs improvement and further support.*

Objective 4:

Train key members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Whilst the turnover of staff is not high at our school, there has been restructure and realigning of purpose to our school improvement plan. We have expanded the team in some areas and redeployed staff in others. Ensure that staff and the governing body are aware of current legislation surrounding equality and diversity and understand the school's responsibility. We want to ensure that all staff in newly in place has been employed in a fair and equitable manner. We are committed to increasing the diversity of the staff team and the governing body.

To achieve this objective we plan to: Ensure that recruitment follows an aligned and fair process and that information is stored to evidence this.

Progress we are making towards this objective: The head teacher and co-chairs of governors meet regularly to talk through staffing needs and requirements and the legalities thereof. All recruitment procedures are checked by the school business manager and evidence is stored.

Objective 5:

Hold events such as Black History month and awareness of religious holidays etc. that promote equality and cultural diversity of our local area.

Why we have chosen this objective: Heber wants to keep its whole community abreast of local events and information such that our pupils are knowledgeable and continue to develop an understanding of both our differences and similarities, to continue to promote valuing, acceptance and tolerance of each other.

To achieve this objective we plan to: Mark events on the schools calendar to be included in curricula, assemblies, events and information sharing

Progress we are making towards this objective: Black history month was a key focus throughout October. The children have worked towards producing a contract that defines what makes us a family, and that differences are a key part of that family. This is displayed at the entrance of the school and is discussed as part of induction into school.

9. Monitoring arrangements

The head teacher will update the equality information we publish, at least every year.

This document will be reviewed and approved by the head teacher and governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Inclusion Policy
- SEND information Report
- Behaviour policy

Approval and Review Record

Policy Approved by Governors on (date).....25/02/19.....

Signed by Chair of Governing Body/Committee:..........

(date).....25/02/19.....

Due for Annual Review by Governors (date)Spring 2020.....