

# Hatfield Peverel St Andrew's Junior School



## Equality information and objectives policy

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<b>Chair of Governors Signature</b>	
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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
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it
- Our school aims to promote respect for difference and diversity in accordance with our values of compassion, achievement, respect and enjoyment.

## 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, 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.

#### **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:

- Gather 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
- Gather evidence identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Identify any issues associated with particular protected characteristics, in particular 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 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

## 8. Policy Commitments

### Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed academically, socially, emotionally and physically. Our vision is based on Matthew 5:16 'Let your light shine' - Every child is loved and known, every child shines. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;

- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

### **Promoting Equality: The ethos and culture of the school**

- At Hatfield Peverel St Andrew's Junior School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of Collective Worship, assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through class and school councils, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;

- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to *Governors*, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

Hatfield Peverel St Andrew's Junior School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.
- Encourage members of the local community to join in school activities and celebrations;

## **9. Equality objectives**

### **Objective 1**

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

Why we have chosen this objective: To ensure that there is a formal process for identifying reasonable adjustments for all members of staff with disabilities.

To achieve this objective we plan to: Research reasonable adjustment agreements, and build a routine procedure that will ensure this takes place for all relevant staff.

#### **Progress we are making towards this objective:**

We have introduced Personal Emergency Evacuation Plans for disabled staff and pupils, which are reviewed annually.

Staff with disabilities meet with the headteacher to discuss any reasonable adjustments at the start of their employment contract or whenever there is a change in circumstance.



The headteacher applied to the access to work and secured funding for a motorized chair for a member of the teaching team.

The headteacher applied to Essex CC for provision of an accessible slope to the rear of the school & electronic doors to the front and rear.

The headteacher advocates for accessible facilities at each stage of the RAAC mitigation process.

## **Objective 2**

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

Why we have chosen this objective: Due to significant staff turnover in school leadership and governance, there is a need to review this training for all relevant staff.

To achieve this objective we plan to: Audit which staff members would benefit from this training or would benefit from a review. Book relevant staff onto a training course.

### **Progress we are making towards this objective:**

Headteacher and School Business Manager and the chair of Governors have completed safer recruitment training. One of these colleagues will attend every interview panel.

## **Objective 3**

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

Why we have chosen this objective: To increase staff awareness and consideration of equality impact issues on a routine basis.

To achieve this objective we plan to: Research Equality Impact Assessments and build up a school wide procedure that allows staff to consider these responsibilities alongside risk assessment.

### **Progress we are making towards this objective:**

We have developed the pro-forma and will be introducing it to staff in Autumn 2025.

#### **Objective 4**

To continue to develop our stance as an anti-racist school, so all children feel safe and welcome at our school.

In order to achieve this, we will map out how racial diversity and anti-racism is explicitly taught and championed across our curriculum and collective worship, and identify any areas where our provision can be strengthened. We will develop a range of resources to be used to explicitly teach about the impact of racism, should a racist incident occur. We will develop our resources for supporting the victims of any racist incidents, to ensure their wellbeing is at the center of our response to any issues that arise.

We will also review our uniform policy to take the Halo code into consideration.

#### **Progress made towards this objective:**

All members of SLT have read 'This book is anti-racist' and use this to guide and model expectations across the whole school community.

We are in the process of writing an Anti-Racism policy.

We have trialed some Twinkl Racism-awareness resources.

### **10. Monitoring arrangements**

The governing board will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by the headteacher.

### **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment