

Redscope Primary School Equality Statement

Equality Information and Objectives



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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

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 headteacher

The equality link governor for school 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

The designated member of staff for equality, Ellie Naylor, our SENDCo will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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 Autumn Term.

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, or 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 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

Audit of current strengths/areas for development

The school has increasing numbers of children with SEND, including ASD. For those already attending, school holds regular review meetings with pupils, parents/carers, staff and outside agencies and aims to meet the needs of the child and support them in accessing the school environment and curriculum.

The **strengths** of the school are: –

- The KS1 and KS2 entrances are accessible having had ramps built.
- There is a new quiet area for pupils but particularly for those with ASD
- Time Out spaces are designated for individuals in school
- There is very good access to and support network from, other professionals and agencies for staff in school who work with children with a specific need or disability
- Comprehensive risk assessments are carried out for both in school and off site activities and these always take into account any child with a specific need or disability. Staff will also consult with other professionals when carrying out a risk assessment for a visit where a child with a disability is to attend – for example LA Health and Safety department and Physiotherapy.
- Staff work closely with outside providers of after school clubs to ensure that any information about a specific child is communicated to the relevant party and reasonable adjustment made to allow a child with a disability to attend, for example school sport club

For any children joining the school we would seek to begin the evidence gathering as far in advance as possible and liaise with all relevant agencies to facilitate the smooth transition into school for both the child and their family.

Objective Outcomes by July 2023

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing body.*

Why we have chosen this objective:

We have chosen this objective to ensure that equality implications are considered *before* and as any policy linked to recruitment regarding race, gender and disability policy is being developed, rather than as an afterthought. School is aware that representation of our workforce from black and minority communities is lower than many schools within our locality. We only also have 3 male members of staff.

To achieve this objective:

We aim to encourage applications from minority groups in our community and also male workforce in order to increase representation within the next 4 years.

With the support of RMBC Human Resources, train all 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.

Progress we are making towards this objective:

Progress towards this objective will be monitored and evaluated each year and a written report will be considered by the Governing Body. Progress towards this objective will be updated each year.

Objective 2: *Have in place a reasonable adjustment agreement for all pupils and 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:

Making reasonable adjustments ensures that any disadvantage pupils or staff may experience are addressed and barriers to learning/working are minimized.

Please also see Accessibility Plan and checklist.

Example 1 Structural or other physical changes such as widening a doorway, providing a ramp or moving furniture for a wheelchair user; relocating light switches, door handles, or shelves for someone who has difficulty in reaching; providing appropriate contrast in decor to help the safe mobility of a visually impaired person.

Example 2 A disabled person to work more flexibly to enable them to have additional breaks to overcome fatigue arising from their disability. It could also include permitting part-time timetable, or different working hours.

Analysis will be carried out with rigour and a critical mindset, and not as a process of ticking boxes.

Progress we are making towards this objective:

Progress towards this objective will be monitored and evaluated each year and a written report will be considered by the Governing Body. Progress towards this objective will be updated each year.

Objective 3: *In line with public duty requirements, improve the participation of under-represented groups in school life, in particular with regard to disabled people, hard to reach families and families who are new to our community.*

Why we have chosen this objective:

We need to further develop structures and community links across all partnerships to promote positive relationships within our wider school family improving the participation of all under-represented groups. Covid restrictions in the last 18 months have hindered parental involvement for all and extra-curricular opportunities with external providers

To achieve this objective we plan to:

We will undertake to promote equality of opportunity in terms of the participation of under-represented groups in school activities and groups including sporting events, extra-curricular activities, school groups including School Council, the Governing Body, parent workshops and family events.

Progress we are making towards this objective:

Questionnaires reflect increased participation of under-represented groups.

Hard and soft data demonstrates an improvement and shows impact towards our community cohesion.

Progress towards this objective will be monitored and evaluated each year and a written report will be considered by the Governing Body. Progress towards this objective will be updated each year.

9. Monitoring arrangements

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

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

This document will be approved by Governing Body each year.

Involvement and Consultation

As a school we will involve and consult with –

- Pupils where they are able to comment on and have views about their needs
- Parents and carers concerning the needs of their child and or the needs of the parent or family member with regard to a disability
- All staff in school
- Visitors to school events or those who use the school building at other times

As a school we will consult –

- Regularly in the case of children with a specific disability
- As appropriate eg for parents/ visitors visiting school for an event such as a concert or performance
- Prior to a child with a disability joining our school

As a school we will consult by –

- Inviting all relevant parties to regular review meetings
- Ensuring that all new parents and families are informed of this scheme and access arrangements in school as part of the induction process
- Ensuring that all new members of staff are informed of this scheme and the school's ethos and policy towards any pupil or adult with a disability
- Ensuring that all members of staff are aware of any support available to them should they have a disability
- Ensuring that we meet with all appropriate agencies in order to access training and ensure that reasonable adjustments are made.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality Policy
- Anti Bullying/Peer on Peer Abuse Policy
- Combating Racist Behaviour
- Policy for Racial Equality
- RMBC Pay Policy
- Inclusion Policy