



Chad Vale Primary School Equality Information and objectives

Policy Written by:	Paul Sansom
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School's review date:	November 2026

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 6 – Every child has the right to life

Article – 12 – Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 16 – Every child has the right to privacy.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 24 – Every child has the right to the best possible health

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 32 – Governments must protect children from work that is dangerous or might harm their health or education.

Article 33 – Governments must protect children from the use of illegal drugs.

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among 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 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 that 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 ensure that all areas of the curriculum are adapted for children with special educational needs and/or disabilities

Why we have chosen this objective:

Chad Vale children have a diverse range of individual needs and we are a school of choice for local children with SEND and disabilities. As the needs of the children vary every year, we aim to make sure that provision is kept up to date and suitable for the children we have in school.

To achieve this objective we plan to:

Ensure any necessary changes are made to the site, curriculum plans or learning to enable best access for all

Progress we are making towards this objective:

We have made ongoing progress with this over the past few years and continue to adapt and change where it is required.

Examples:

- On-site changing bed for children with additional toileting needs
- Movement of whole class bases to ensure children with walking difficulties are best supported
- Wheelchair access and emergency egress equipment has been provided
- Door button opening for children of short stature



Objective 2

To identify ongoing staff training for equality issues and implement these so that all staff are aware of the duties under the PSED.

Why we have chosen this objective:

Chad Vale staff are well versed in their understanding of equality and diversity through the school's aims and ethos. We would benefit from more regular 'formal training' so that staff are kept up to date with any changing requirements or legislation.

To achieve this objective we plan to:

Ensure that a training slot is allocated to this objective each year and a suitable training provider is found.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

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

This document will be approved by the governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Educational Visits policy

Signed _____ Chair of Governors

----- Head Teacher