



BLAKENEY, PILLOWELL AND WALMORE HILL SCHOOLS' FEDERATION EQUALITY POLICY AND PLAN

Date of policy	Autumn 2022
Review date	Autumn 2023
Staff responsible	Headteacher

Equalities Statement

Blakeney, Pillowell and Walmore Hill Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with the opportunity to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life, including:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

Safeguarding Statement

The Assistant Heads in each of our schools are the Designated Safeguarding Leads (DSL) and there are Deputies who are responsible if the DSL is not on site. They liaise with the named Safeguarding Governor. We will follow the procedures for child protection drawn up by the Local Authority and the Governing Body.

If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Designated Safeguarding Lead about their concerns. When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Partnership. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.

We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).

All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

Accessibility Statement

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

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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 (The protected characteristics of the Equality Act 2010 are age (for staff only), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- 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 three elements of Public Sector Equality Duty (eliminating discrimination; advancing equality of opportunity; fostering good relations – see sections 4-6 below) 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.
- 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.

Governors are 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.

Staff are reminded of their 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. This reminder is part of the staff Code of Conduct which is reviewed and read by staff annually.

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).
- taking steps to meet the particular needs of people who have a particular characteristic.
- 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 clubs).

In fulfilling this aspect of the duty, the school will:

- collect attainment data each academic year showing how pupils with different characteristics are performing.
- analyse the above data to determine strengths and areas for improvement and implement actions in response.
- use evidence available to identify improvements for specific groups.

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:

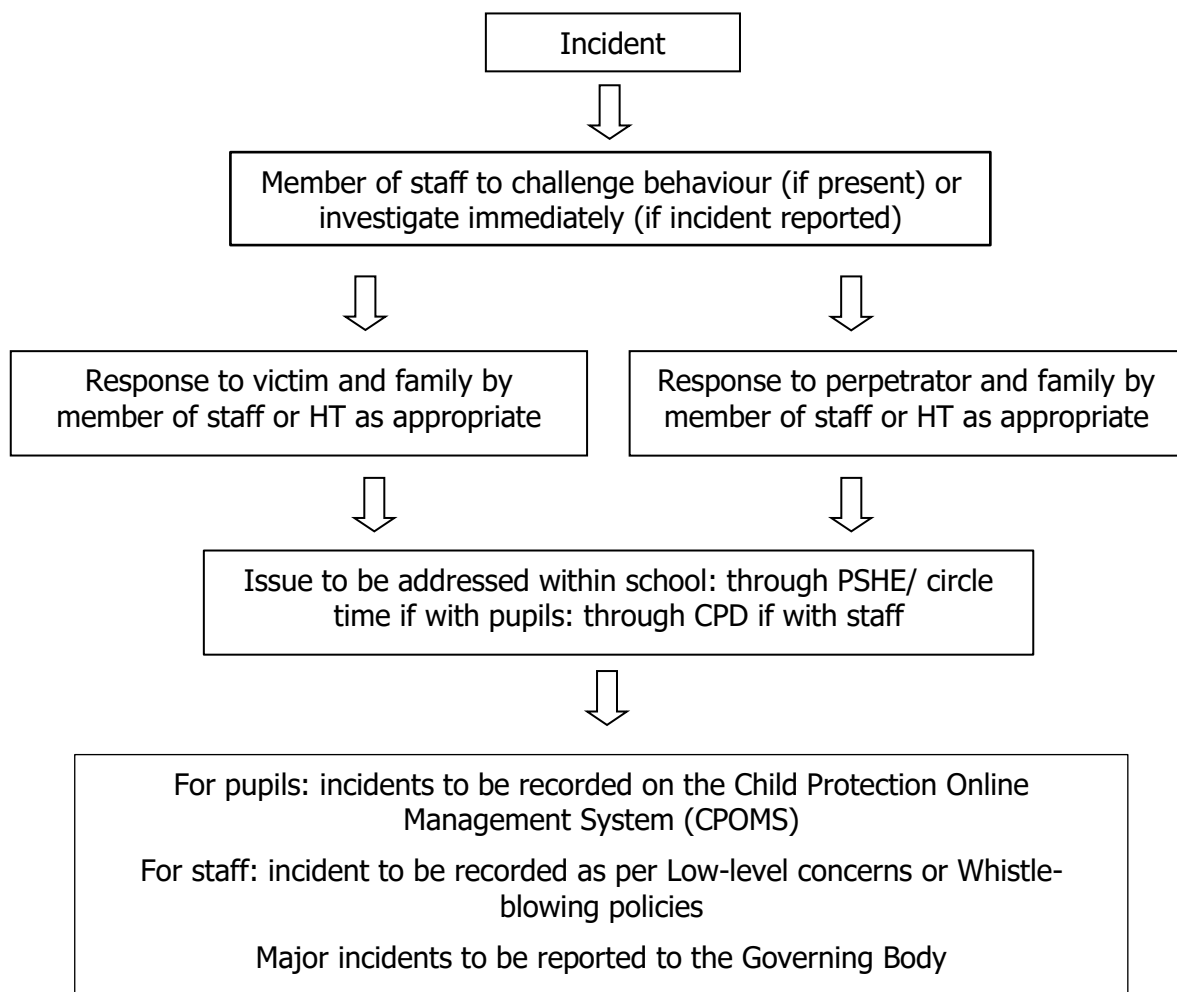
- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE education, but also activities in other curriculum areas. For example, as part of teaching

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.
- working with our local community. This may include inviting representatives of 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. All pupils are encouraged to participate in the school's activities. We also work with the pupils to promote knowledge and understanding of different cultures.
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Responding to and reporting incidents of discrimination

The procedure for reporting and responding to incidents of discrimination is outlined below:



8. 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:

- is accessible to pupils with disabilities.
- has equivalent facilities for boys and girls.

9. Equality objectives

Objectives	How we will achieve our objective
Promote the culture of non-acceptance of gender stereotyping/ gender harassment	-CPD for staff on sexual harassment -CPD for staff on Transgender pupils -Detailed recording of incidents through CPOMS -PSHE lessons focusing on positive self -worth/ relationships and online safety
Provide opportunities for improving mental well-being for pupils from low-income families through increased trips/ visits/ sporting activities	-Pupils to have a variety of trips/ offsite activities -School participating in a wide range of sporting activities through Forest Games -Inter school events organised through liaison with other schools, both within the federation and externally
Provide a wider range of literature from different faiths and cultures	-New reading books purchased with more cultural diversity - English SLs to ensure books from a variety of faiths/ cultures are in each class book corner – purchase if necessary -CPD for staff around faith diversity

10. Monitoring arrangements

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

This document will be reviewed, approved and monitored by the Governing Board annually.

11. Links with other policies

This document links to the following policies:

- Accessibility Policy and plan
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Exclusion Policy
- Low-level concerns Policy

