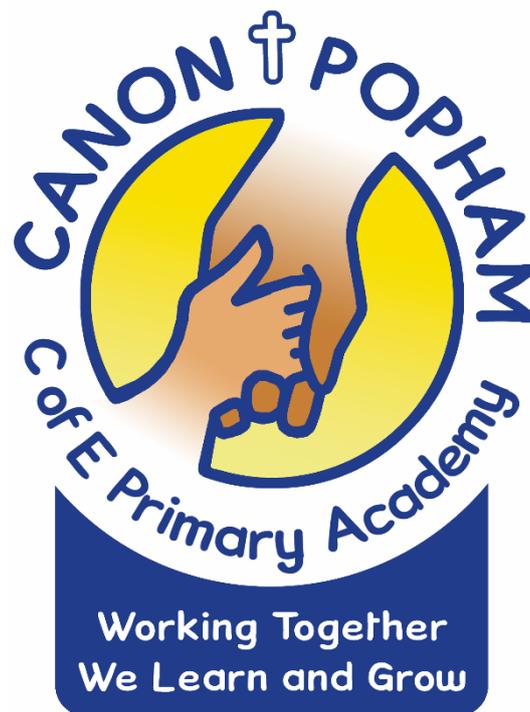


Equality Information & Objectives

for

Canon Popham CofE Primary Academy

(Part of Diocese of Sheffield Academies Trust)



PERSON RESPONSIBLE FOR POLICY:	Headteacher & Local Governing Body
APPROVED BY:	Mr D. Milnes & Mrs A. Navas
ROLE	Chair & Headteacher
DATE APPROVED	October 2018 Reviewed Sept 21
REVIEW DATE	September 2024

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Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope
- Everyone is unique and welcome
- We respect and care for everyone and everything around us
- High standards are expected and achievements celebrated so that everyone is able to reach their full potential
- Self-esteem and confidence are nurtured on a journey of self-discovery

Everyone Matters!

Equality Statement

All pupils and members of staff at Canon Popham CofE Primary Academy are provided with opportunities to fulfil their potential whatever their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

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. This document also complies with our funding agreement and articles of association.

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, 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 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 regularly.

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:

- 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 all

We undertake school visits that are accessible to all. This is considered at the initial planning and risk assessment stage. School does not undertake visits that would not be accessible to all.

8. Equality objectives & action plan

The following action plan outlines what will be achieved in over the next three year with regards to meeting the Equality Duty. We will review this each year.

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date / Completion date
Actions identified within this action plan are achieved within a three-year time frame.	Plan is monitored termly for progress at Leadership Team meetings and progress recorded.	Assessment of available qualitative and quantitative data.	Termly.	Leadership Team	Termly review
Develop involvement of disabled pupils, parents and staff.	Develop actions within the scheme.	Through the scheme, through observation and consultation.	Annually.	Headteacher	Ongoing as part of the review cycle.
Eliminate bias in the recruitment process	Ensure all members of staff and governors involved in recruitment and selection undertake equal opportunities and non-discrimination	Through monitoring the application process using the Appendix of the application document	During any recruitment process	Headteacher & Office Manager	Ongoing
Eliminate discrimination and harassment.	Interrogation of existing information and follow up of any allegations rigorously undertaken.	Link outcomes to continued development of the scheme.	Whenever an incident or concern is raised follow up actions will be considered and changes made in light of outcomes.	Headteacher	Ongoing

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date / Completion date
Promote positive attitudes.	Positive representation and modelling of behaviour.	Observations and interviews.	This will be ongoing as part of the whole school culture and ethos.	Headteacher	Ongoing
All new staff receive training in equality understanding	Details to be included in staff induction handbook.	Interviews with new staff.	Upon completion of induction period for staff member.	Headteacher	As new staff are inducted
Staff development opportunity for equality awareness training.	Staff meeting slot dedicated to equality awareness / care concerns for individuals.	Through the action plans of individual staff members.	Annually.	Headteacher	Ongoing
Disabled visitors are supported at all times.	Proactive stance to disabled visitors and their views taken on board.	Informal interviews with disabled visitors.	Upon completion of visit.	Headteacher	Ongoing
Disability equality embedded within teaching and learning.	100% of lessons observed demonstrate differentiation for disabled learners.	Lesson observation, work trawls and planning trawls.	Termly.	Headteacher and/or Line Manager.	Ongoing monitoring
Disability equality is included within curriculum review and evaluation.	Co-ordinators will include disability equality within their policy reviews.	Through individual policy reviews	Annually	Co-Ordinators	Part of the review cycle

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date / Completion date
Best practice in relation to disabled learners is cascaded to staff.	Best practice from outside agencies / literature / research is adapted to the context of the individual learner.	SENCO to monitor use of best practice ideas.	Ongoing- SENCO available for consultation with staff to adapt curriculum.	Headteacher / SENCO	Ongoing
All policies, procedures, plans and practices ('Ps') considered for their impact on disabled people/pupils and actions taken to address the issues raised.	When policies are written or reviewed as part of the cycle for this, accessibility issues to be considered.	Users to consider disability when using 'Ps' and report responses to line manager.	Upon use of the 'P'. As part of review cycle for P's	Manager of the 'P'.	Ongoing
Access to building addressed within funding limitations.	See Access Plan	See Access Plan	At least annually.	Headteacher / School Business Manager / Site Manager	Ongoing
There are no reported incidents of bullying or harassment based on disability, race or any other protected characteristic	Strategies to eliminate bullying and harassment take note of this duty. Use of anti-bullying policy.	Through the reporting of incidents / following procedures.	Monthly	Headteacher	Ongoing

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date / Completion date
Encourage participation in public life.	Staff, pupils and parents to be encouraged and supported into aspects of life where others have succeeded.	Consultation with those involved.	After the event	"Event" Manager	Ongoing
Ensure that leaders in school are aware that gender reassignment is a protected group	H/T to lead and arrange staff training if this is required. Use Brighton and Hove Trans Toolkit if required	Consult with those involved	At the time- as appropriate to individuals	Head teacher	At any time that this becomes necessary