

# Rotherfield Primary School



## Equality Information and Objectives Access Plan

# Introduction

At Rotherfield Primary School we welcome our duties under the Equality Act 2010 and aim to promote a positive and welcoming culture where discrimination is not tolerated.

This policy reflects our commitment to ensuring unbiased treatment that pupils, parents, carers, employees and prospective employees are entitled to expect.

We believe that every individual has the right to be valued, respected and offered equal opportunities, access and treatment. This is regardless of race, colour, ethnic origin, nationality, sex, religion, gender, marital status, age, disability or sexuality.

We strive to promote equality and challenge discrimination and stereotyping to make our school truly inclusive and promote high achievement for all.

## 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, which defines nine 'Protected Characteristics'
  1. Age
  2. Disability
  3. Gender Reassignment
  4. Pregnancy & Maternity
  5. Race
  6. Religion & Belief
  7. Marriage & Civil Partnership
  8. Gender & Sex
  9. Sexual Orientation
- 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, 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 Head of School

The Head of School 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.
- Staff and Governors have received unconscious bias training

### 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 clubs)

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

- Review CPOMs to look at trends in discriminatory incidents
- Assessing and monitoring the impact of the Equality Policy on pupils, staff and parents.
- Ensuring that attainment levels of different groups are given particular attention.
- Recording all discriminatory incidents in CPOMS.
- 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. 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.
- Working with Futurezone Schools to review our schools curriculum, recruitment and staffing policies in relation to having a diverse offer (The Connelly Project)
- 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.

## 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 when making changes to staffing.

## 8. Equality objectives – May 2021

Number	Objective	Why we have chosen this objective	To achieve this objective we plan to
1	To continue to employ staff on their ability to perform the designated role effectively.	To ensure the best staff teach and nurture our children To ensure there is diversity and role models that reflect the school community	Train staff/Govs recruiting on unconscious bias. Do not have access to personal information- only competence and experience in shortlisting. Upskill our local workforce- using the apprenticeship levy so staff reflect the area in which they live/work
2	Ensure gaps between different pupil groups are narrowing in attainment and progress	To ensure no child is disadvantaged in progress or attainment	Look at pupil data on a termly basis at a leadership and Governance level- identifying issues with groups and planning for improvements Provide feedback for staff in appraisal and pupil progress reviews.
3	To undertake review as part of the Connelly Project (Futurezone Schools)	Review our curriculum and practices to ensure we are actively looking at advancing race equality, so no group is disadvantaged.	Implement a strong culture of respect through our school values Work with other schools in Futurezone and the staff working group to review provision across the school
4	To review information on childcare and clubs take up and look for trends in pupil group	To ensure no child is disadvantaged access to these	Clubs Manager and Exec HT to look at data termly on club and childcare take up, and look for trends in pupil characteristics attending. In light of analysis review policies

## 8. Access Plan – May 2021

Objective	Strategy	Outcome	Timeframe	Result
<b>Improving Access to the Curriculum</b>				
Increased provision of laptops and tablets for use by SEND pupils in the classroom.	For pupils to have access to SEN computer programmes in the classroom every day.	Daily opportunities for children to use intervention programmes in the classroom.	Ongoing, subject to funding.	Children to show increased progress in key skills.
<b>Improving Delivery of Written Information</b>				
Look at alternative ways of providing information e.g. updates of website access.	Advice from website companies.	Languages options, visual content- more less text, enlargement friendly	When new websites are created 2021/22	Website access improved and click use shows this.
Improved school layout to facilitate SEND/nurture and intervention groups.	Review of building use and possible improvements.	School is more widely accessible to different groups and interventions can be appropriately planned in more bespoke spaces.	Ongoing review as cost allows. Creation of nurture spaces by end 2021.	Pupil groups have access to better spaces that facilitate their learning.

## 9. Monitoring arrangements

This document will be reviewed by the Learning & Teaching Committee at least every 4 years. The Learning & Teaching Committee will approve this document.

**Approved by:** Teaching and Learning Committee

**Last reviewed on:** May 2021

**Next review due by:** May 2025