St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Long Melford CE Primary School

Equalities Policy

Prepared By	*Amanda Woolmer - Executive Headteacher*
Approved by the Committee/Governing body	*LGB – Hartest CE Primary School*
Signature of Chair of Governors	*Cheryl Morgan*
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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.

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

3. Roles and responsibilities

The Local 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 executive headteacher

The equality link governor is Cheryl Morgan. They 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
- Meet with the equality link governor every term to raise and discuss any issues
- 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 September.
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 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)

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 participate in a Disadvantaged Pupil Active Research Project with the MAT*
Why we have chosen this objective: The school does not have a high percentage of disadvantaged pupils within the school. In order to develop our children's experiences we need to ensure that we give these children opportunities to ensure they achieve or exceed their age related expectations.
To achieve this objective we plan to: Work with the other schools in order to carry out research and develop a plan.
Progress we are making towards this objective: We have completed the initial audit and are looking to develop our action plan for the Spring Term.

Objective 2: *To carry out an Equalities Audit with our children.*
Why we have chosen this objective: To collect children's views and to use the findings to inform planning an Action Plan.
To achieve this objective we plan to: To carry out a Pupil Perception Survey with our children from Year 1 upwards.
Progress we are making towards this objective:

Objective 3: *To carry out an Equalities Audit with staff.*
Why we have chosen this objective: *To enable us to put in place a reasonable adjustment agreement where appropriate for all staff by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*
To achieve this objective we plan to: *Carry out the Equalities Audit and to use the results to draw up any agreements that are needed.*
Progress we are making towards this objective:

Objective 4: *To review all policy documents and ensure that they have been equality impact assessed and are in line with the Equality Act 2010, and that they are fair, do not prioritise or disadvantage any pupil and help to promote equality at our school.*
Why we have chosen this objective: To ensure that when writing our policies we have carefully considered and analysed the impact of each policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
To achieve this objective we plan to: Review our policies according to our Policy Calendar.
Progress we are making towards this objective:

Model statement on equality that will be added to all our policies as they are reviewed and an Equality Impact Assessment has been undertaken.

'Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)'

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.
This document will be reviewed by the Headteacher annually.
This document will be approved by the Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment