



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

**Our Values** – using the initials of the names of the schools.

**K** – Kindness

**U** – Understanding

**P** – Patience

**H** – Honesty

**L** – Love

**B** – Boldness

## **Equality Information and Objectives 2021-2025**

### **Document History**

The Key Model Policy reviewed and adapted for ASPIRE-wide use by EHT January 2020.

Reviewed and approved by Federation GB 17 March 2020.

Reviewed and approved by Federation GB 16 March 2020.

This policy is to be reviewed every four years, but published annually.

*The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.*

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

### **Leeds and Broomfield Church of England Primary School**

*“As many hands build a house, so many hearts make a school.”*

*(Matthew Ch 7 24-27)*

**RESPECT      RESILIENCE      EMPATHY      CURIOSITY      HONESTY**

At Leeds and Broomfield we build strong foundations for the children, staff and all stakeholders to learn, flourish and fill their hearts with God’s love. Everyone is important valued and needed to make Leeds and Broomfield grow. We give a quality all round education which develops the whole child; If the rain came we would not fall down. Our school Christian Values support the development of the children and all within the school and local community. In the spirit of our vision and values all pupils are included, valued and respected. We support the pupils in talking about their feelings and giving them strategies in order to cope and survive in life today.

### **Ulcombe Church of England Primary School**

*“Unity and diversity in the body – one body, many members.”*

*(Corinthians Ch 12 12-27)*

**HOPE      RESPECT      ENDURANCE      TRUST**

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God’s love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!

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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](#).

## 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 equality link governor is Jo Watts . They will:

- Meet with the designated member of staff for equality every seasonally ( to be discussed during SEND visits) , 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

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)

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:**

*Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.*

## 9. Monitoring arrangements

The Executive Headteacher and ASPIRE Federation Governing Body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by Executive Headteacher and ASPIRE Federation Governing Body at least every 4 years.

This document will be approved by ASPIRE Federation Governing Body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment