



### **Monitor and Review**

Annually, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. In all policy writing we will ensure we have due regard to equality considerations.

### **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. In addition this policy refers to guidance from the DFE dated May 2014 The Equality Act 2010 and schools. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

The Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- disability
- race
- religion or belief
- sexual orientation
- gender reassignment
- maternity and pregnancy

It is also unlawful to discriminate because of their association a pupil may have.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions.

## ***We will not publish any information that can specifically identify any child***

- Prepare and publish equality objectives. (detailed in this policy)

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

### Admissions

- Attendance
- Attainment and tracking of progress
- Exclusions
- Prejudice related incidents
- Behaviour logs
- Attendance at clubs and involvement in school life

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

### **Currently our equality objectives are:**

- **To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.**
- **To raise levels of attainment in core subjects for vulnerable learners and use pupil premium and recovery funding effectively.**
- **To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.**

Linked policies that re-enforce this duty include our behaviour policy, anti-bullying policy, attendance policy, teaching and learning policy, PSHE policy, RSE policy, teacher pay policy.

### **Duties around accessibility for disabled pupils**

The school acknowledges that any refurbishments may be necessary to make reasonable adjustments to the school environment. For example alterations to installing a larger more accessible disabled toilet.

### **Prevent Duty**

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and the latest duty on schools to as part of the Counter Terrorism and Security Act 2015. Stenson Fields primary School has due regard to the need to prevent people from being drawn in to terrorism. This principle is threaded through other policies (e.g. Anti-bullying, Behaviour for Learning, Teaching and Learning, Acceptable Use policy, PSHE etc...) We fully advocate the principles of British Values through our curriculum and in our expectations of our whole school

community for respect. As a school we will respectfully challenge extremist views and note concerns arising in our race/hate records.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers. Consult and involve widely  
Strive to ensure that society will benefit

## Our School Ethos

**CARES**      ‘Caring, Achieving, Respecting, Enjoying, Supporting’

Care for each other and our school

Always try our best

Remember our manners

Enjoy learning

Support each other

## Addressing Prejudice Related Incidents

Stenson Fields Primary Community School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately. We track these incidences and report them to our Governing Body Personnel Committee to share follow up actions.

## Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Understanding legal obligations under the Prevent duty.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness.

	Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that all teaching staff are aware of their responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community  Ensure that all non-teaching are aware of their responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.  
Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on the DFE website <http://www.education.gov.uk>