
Responsible body

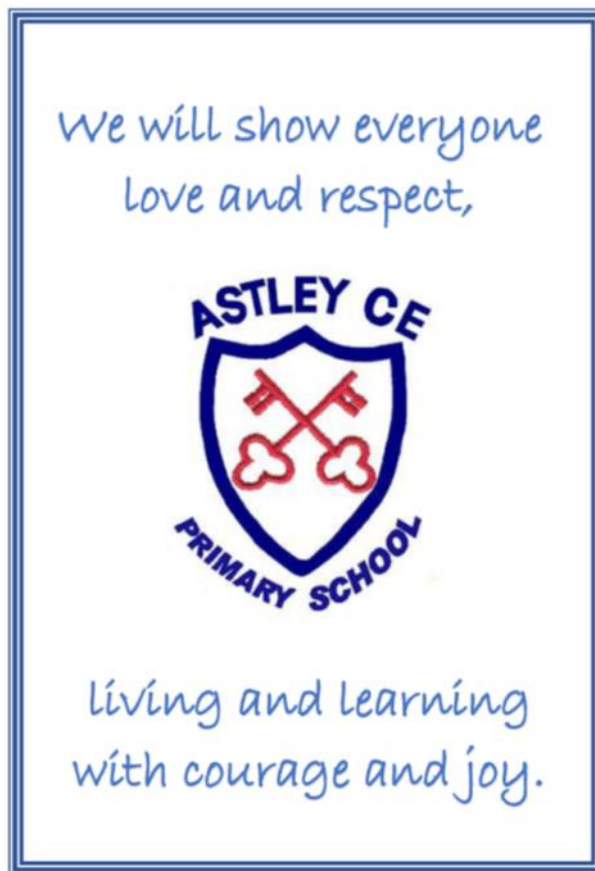
Title of policy



Governing body

Equality Information and Objectives
Policy

Our Vision and Values



Statement of intent

Astley Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Ratified by the Governing Body: Wednesday 22nd March 2023

Date for review: May 2027

Signed by:

Chair of governors
Headteacher

Marc Stevenson
Tracie Langfield

Author

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**1. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 Astley School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership.

The Act makes it unlawful for the responsible body of 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.
- By excluding a pupil or subjecting them to any other detriment.

**Roles and Responsibilities**

1.3 In order to meet our general duties, listed above, the law requires us to complete some specific duties to demonstrate how we meet the general duties.

These are to:

- Ensure school complies with appropriate legislation and regulations
- Publish equality objectives every 4 years.
- Prepare and publish equality objectives - 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 Astley School. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

1.4 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.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

1. The Policy

2.1 Astley School's Equality Information and Objectives Policy draws together all previous equality legislation and details how Astley School is fulfilling the requirements of the Act.

2. Our Ethos

This is a place where:

- learning is purposeful and enjoyed;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

3. Addressing Prejudice Related Incidents

4.1 Astley 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 fare 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 occur we address them immediately and report them to the Worcestershire Local Authority using their guidance material where necessary.



4. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are Astley School's current set of objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> <input type="checkbox"/> All pupils are assessed, monitored and tracked through our pupil assessment system. <input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied. <input type="checkbox"/> All pupils participate in a full range of enrichment opportunities.
Behaviour and Safety	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils and staff respect one another. <input type="checkbox"/> Pupils and staff feel safe and valued. <input type="checkbox"/> Pupils, staff, governors and parents know that misconduct and gross misconduct will be challenged and dealt with.
Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> All pupils experience 100% 'good or better' lessons.
Leadership and Management	<ul style="list-style-type: none"> <input type="checkbox"/> The staff and governing body reflects the diversity of Astley School community. <input type="checkbox"/> No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. <input type="checkbox"/> The headteacher is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

5.2 Astley School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- (c) improving the availability of accessible information to disabled pupils.

4.3 Astley School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

5. Responsibility

6.1 We believe that promoting equality is a whole school responsibility. Astley School eliminates discrimination and other conduct that is prohibited by the Act, advances equality of opportunity between people who share a protected characteristic and people who do not share it, and fosters good relations between people who share a protected characteristic and people who do not share it by the following measures:

- (a) implementing policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) implementing policies on equal opportunities, recruitment and selection, pay and anti-harassment;
- (c) ensuring PSHCE, SRE, RE and other relevant curriculum areas promote friendship and understanding about diversity in cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing Astley School's disability access plan;
- (e) monitoring pupil and staff welfare, with intervention and support if required;

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- (f) taking steps to meet the needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Astley School Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from Astley 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. Record and report prejudice related incidents.
Support Staff	Support Astley School in delivering a fair and equitable service to all. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the Astley School community. Record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for Astley School's 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 tackle inequality and achieve equality of opportunity for all.
Pupils	Support Astley School to tackle inequality. Uphold the commitment made by the school on how pupils, parents/carers, staff and the wider community can be expected to be treated and treat others.
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 Astley School to achieve the commitment to tackle inequality and achieve equality of opportunity for all.

6. Astley School's equality objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics. Astley School has established the following objectives for the period 2023-2027:

- (a) ensure that the progress and attendance of pupils who have disabilities at least matches that of other pupils.
- (b) increase the opportunities for promotion of diverse cultures and lifestyles within the school curriculum.

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