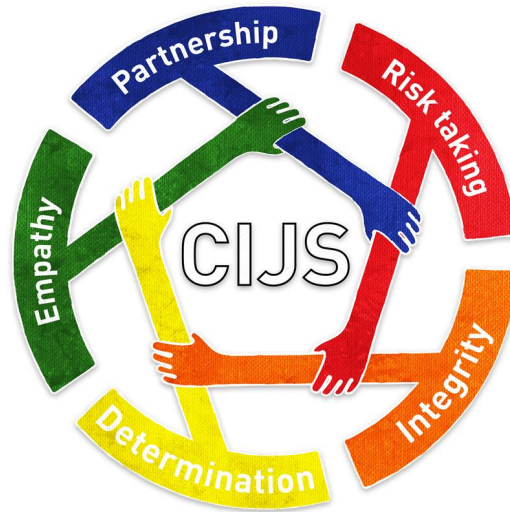


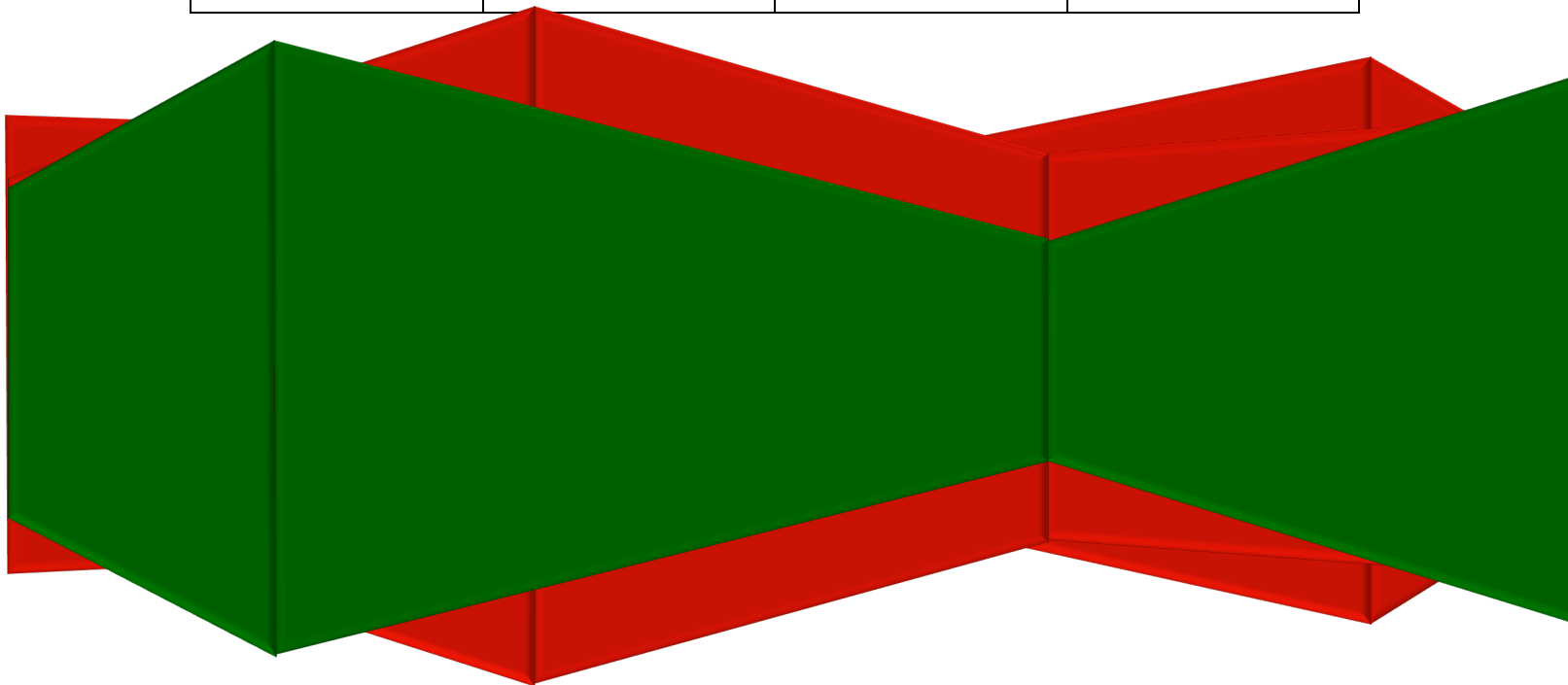
# Chellaston Infant and Junior Schools



## Equality Objectives

November 2023-2027

<b>Review Date</b>	Autumn 2023	<b>Reviewed and adopted by</b>	Local Governing Body
<b>Mid Term Reviews</b>	Spring 2025		
<b>Next Review Due</b>	Autumn 2027	<b>Updated by</b>	L Turner-Rowe



# Chellaston Infant and Junior Schools

## Equalities Policy

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

### Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

#### Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their age
- whatever their socio-economic group.

#### Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

#### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between all members of our school community.

*Principle 4: We observe good equalities practice in staff recruitment, retention and development*

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy, maternity and paternity.

*Principle 5: We aim to reduce and remove inequalities and barriers that may already exist*

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

*Principle 6: We consult and involve widely*

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

*Principle 7: Society as a whole should benefit*

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, within a system of British Values.

*Principle 8: We base our practices on sound evidence*

We produce and monitor quantitative and qualitative information about our progress towards greater equality in relation to our equality objectives.

*Principle 9: Objectives*

We formulate and publish specific and measurable equality objectives, and monitor performance annually against these objectives.

5. Every year, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives. The objectives which we identify take into account national and local priorities and issues.

6. We keep our equality objectives under review and report annually on progress towards achieving them.

## **The curriculum**

7. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect principles 1 to 7 as set out in section 4 above.

## **Ethos and organisation**

8. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices.

## **Addressing prejudice and prejudice-related bullying**

9. The school is opposed to all forms of prejudice which give rise to bullying.

10. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

## **Roles and responsibilities**

### *Governing Body*

11. Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

12. A member of the governing body is responsible for ensuring the implementation of this policy.

### *Headteacher*

13. The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- implementing the policy;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

### *Staff*

14. The senior leadership team has day-to-day responsibility for co-ordinating implementation of the policy, whilst all staff are expected to adhere to its contents.

15. All staff will:

- avoid discrimination against anyone;
- promote an inclusive and cohesive ethos in their classroom
- deal with any prejudice-related incidents that may occur
- be able to recognise and tackle bias and stereotyping;
- foster good relations between groups;
- plan and deliver curricular lessons that reflect the principles in section 4
- keep up-to-date with equalities legislation relevant to their work.

- take up training and learning opportunities

### ***Visitors and contractors***

16. Visitors and contractors are responsible for following relevant school policy.

### **Information and resources**

17. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers, through publication on the school website.

18. All staff and governors have access to a selection of resources which discuss and explain concepts of equality and diversity.

### **Religious observance**

19. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice whilst maintaining a unfaltering commitment to our Church of England foundation and ethos.

### **Staff development and training**

20. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

21. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and evaluation**

22. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

23. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Date approved by the Governing Body: Autumn 2023

Review (annual): Autumn 2024

# Chellaston Infant and Junior Schools

## Equality Objectives 2023-2024

### Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

### Publication and review

This Equality Scheme fulfils statutory requirements under the terms of the relevant legislation. As it is a public document, the school governors publish it by making it available on the school website.

The scheme will be kept under regular, annual review.

### School Context

The following statement outlines the school context relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the SEF. It demonstrates the awareness of the governors and community partners of how the school community compares with the wider community, both locally and nationally.

#### ▪ Ethnicity/culture context of the school

We have 18 out of 18 possible ethnic groups. Those with 5% or more are:

- 65%: White – British
- 8%: Asian or Asian British – Indian
- 5% White and Black Caribbean

#### ▪ Religion/belief context of the school

Our school is a non-denominational that welcomes children from all religions or none.

#### ▪ Socio-economic context of the school

IDAC1 = 0.1 (average levels of deprivation).

### Infant School

There are currently 65 children in receipt of a free school meal (28%). 65 children (28%) are in receipt of the Pupil Premium. This is above the national average of 21%. There no LAC children in school.

There are 79 children (24%) on the SEND register.

### Junior School

There are currently 124 children in receipt of a free school meal (28%). 123 children (27%) are in receipt of the Pupil Premium. This is above the national average of 21%. There two LAC children in school.

There are 86 (19%) children on the SEND register

- Current issues affecting cohesion at school, local and national level.

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### **Reporting on progress and impact**

A report on progress against the objectives listed below will be published by the governors on the school website and in the school newsletter, in the Autumn term of each school year against national achievement data where available. Evidence will also be kept of the impact of our actions to promote equality, in respect of ethnicity, religion or belief and socio-economic background.

### **How we conduct equality impact assessment (Evidence)**

Evidence is sought from analysing progress data of children and from general observation of school procedures and practices. Policy is then devised in light of evidence gained, resulting in agreement to the equality objectives which are monitored by the school for a three-year period.

Evidence of this process can be found in Governing Body minutes and the school's monitoring and evaluation cycles.

### **How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence from assessments listed above.

The evidence was then analysed and discussed by governors in conjunction with the headteacher, in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate discrimination, harassment and victimisation, and
- iii. foster good relations between different groups.

### **Equality Objectives 2023-2027**

1. To narrow identified attainment gaps between disadvantaged pupils\* and all other pupils, in literacy and numeracy through a creative curriculum that supports our drivers: **Our Possibilities; Our World; Expressing Ourselves.**

2. To ensure that disadvantaged pupils\* are engaged in the wider aspects of school life in proportion to the engagement of all other pupils and promote possibilities in the wider community.

3. To ensure that pupils from minority ethnic and minority faith groups are engaged in the wider aspects of school life in proportion to the engagement of all other pupils and are able to share their culture within the creative and diverse curriculum.

4. To ensure that all pupils have a good understanding and experience of the diversity and possibilities that surround them in their community.

These objectives will be monitored through measures including;

- Attendance
- Attainment and progress
- Level of participation in extra-curricular activities
- Level of participation in school activities such as assemblies and celebrations.

\*For this purpose, disadvantaged pupils are defined as those pupils in receipt of the Pupil Premium.