

# Emmbrook Infant School



## Public Sector Equality Duty Policy

*This policy shows how the school aims to meet its obligations under the public sector equality duty by seeking to eliminate discrimination, to advance equality of opportunity and to foster good relations across the school community.*

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<b>Changes made on Review</b>	<b>Date</b>	

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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](#).

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age,<sup>1</sup> religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.<sup>2</sup>

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<sup>1</sup> For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff.

<sup>2</sup> Marriage and civil partnership are also protected characteristics but only in relation to employment.

### **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 Inclusion link governor is Darren Payne They will:

- Meet with the designated member of staff for equality regularly 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 designated member of staff for equality is the headteacher.

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 Inclusion link governor regularly to raise and discuss any issues

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 and this policy is included in the Staff Handbook.

The headteacher is the designated member of staff for monitoring equality issues. The headteacher and the Inclusion governor 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 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 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.

When planning a new activity or school trip the school will actively consider our equality duties and the member of staff responsible for the activity will record this on the risk assessment.

## 8. Equality objectives

Our objectives are shown in detail in our Accessibility Plan where we also record how we plan to achieve each objective and the progress we are making. The Plan gives details of the equality objectives that the school is currently working to improve taken from the following areas:-

- Disability
- Gender
- Employee rights
- Race and Religion
- Eliminating harassment and bullying

The Accessibility Plan is updated annually and can be viewed on the school website.

## 9. Monitoring arrangements

A variety of information, including quantitative and qualitative data, will be used to monitor discrimination and progress of those with protected characteristics.

It will include:

- Data on pupil attainment, by gender, ethnicity and disability

- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including school trips and extra-curricular activities
- Staff recruitment and career development
- Analysis of racist incident report forms
- Ofsted reports on Emmbrook Infant School's educational provision and standards
- Consultation with parents, pupils, Governors

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
  - Special Needs Policy
  - Anti-Bullying Policy (within Behaviour Policy)
  - Professional Development Policy
  - Pay Policy
  - Behaviour Policy
  - More Able and Talented Child Policy
  - Racist Incidents Procedure
  - Child Protection Policy
  - Life Education Policy (previously known as Sex Education Policy)
  - Drugs Education Policy
  - PSHE Policy
  - Learning and Teaching Policy
  - Equal Opportunities Policy
  - Subject policies
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- The Children & Learning Committee will update the equality information we publish at least every year.
  - This document will be reviewed by Children & Learning Committee at least every 4 years.
  - This document will be approved by Children & Learning Committee