

# Aston Clinton School

Together we: Aspire, Care and Succeed



## Equality Information and Objectives Policy

<b>Date agreed by the Governing body</b>	Spring 2024
<b>Date to be reviewed</b>	Spring 2025
<b>Governors' committee accountable for review</b>	<b>Personnel</b>

## **Statement of intent**

Aston Clinton 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.

## 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
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

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:

- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- SEN Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- 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.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

## **2. Roles and responsibilities**

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

### **3. Equality objectives**

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives:

**Objective 1a: To narrow the gap in attainment between different groups.**

How we intend to address this:

*Rigorously monitor the progress of all groups, to clearly identify any underachievement in performance and adjust provision to support progress. This objective is monitored by the senior leadership team and key staff alongside the school's governing board.*

**Objective 1b: To provide additional support for vulnerable children who are at risk of underachieving.**

How we intend to address this:

*Quality First teaching is delivered through staff making adjustments, which ensure that the needs of individuals are met within the classroom. The SENCO works alongside the teachers and classroom support staff to identify children who require intervention and in class support.*

**Objective 2: To promote Spiritual, Moral, Social and Cultural Development through all appropriate curricular activities, with particular reference to issues of equality and diversity.**

How we intend to address this:

*Through daily assemblies; these may be whole school, key stage or class assemblies. Through the PHSCE and RE curriculum. By ensuring children have an awareness of different cultures, religions and beliefs through an enriched curriculum. By ensuring children do not use language offensive to others such as homophobic language, and that any concerns are dealt with immediately.*

**Objective 3: To promote engagement with extra-curricular activities amongst disadvantaged groups:**

How we intend to address this:

*Aston Clinton School provides a range of lunchtime and after school activities which meet the needs of this group of children. The Office Administrator and Pupil Premium Lead monitor the attendance at these clubs and compare different groups of children (eg FSM/Non-FSM). This analysis then informs which clubs are offered for the next term.*

## **4. Collecting and using information**

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

## **5. 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. Examples of what teachers should consider when planning a trip include:

- Do trips cut across any religious holidays?
- Is the venue accessible to pupils with disabilities?
- Do venues have equivalent facilities for boys and girls?
- Is any content whilst on a trip likely to upset any children from a particular group?

## **6. The Role of Aston Clinton Primary in promoting community cohesion**

As economic change, regeneration, migration and other factors continue to alter the shape of our local communities and neighbourhoods, the role of Aston Clinton School is more important than ever. All research and guidance on community cohesion recognises the central role of schools in breaking down barriers between young people; developing their sense of belonging; and building their understanding of their rights and responsibilities. Schools also play a vital part in promoting cohesion in the wider community. Therefore, Aston Clinton School can contribute to cohesion in the following ways:

- through our ethos and curriculum (e.g. British Values and PSHE), our promotion of shared values and a common sense of identity, and our commitment to supporting diversity and equality.
- through our engagement with parents, with the wider community and with other schools.

For our school, the term community has a number of dimensions including:

- The school community
- The community in which the school is located
- The community of Britain
- The global community

## **7. Equality Self Evaluation for Aston Clinton School**

At Aston Clinton School we recognise that under the equality legislation our duties when carrying out our functions are to have due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to take into account the specific needs of those covered under the equality duties

In order to see how effective we are in meeting our duties and to identify any gaps in our provision in relation to equality Aston Clinton School will produce an annual Equality Report to highlight our existing strengths and any areas for future development.

This will be done by:

- Gathering Information
- Consultation
- Equality Impact Assessment
- Identifying any exceptions to the duties appropriate to our school
- Looking at any additional implications for our school
- Feedback (Sharing information with the school community)

### **Gathering Information**

At Aston Clinton collection of information is crucial to setting our priorities and monitoring our outcomes and is therefore a requirement of the different equality duties.

The school will collect information on those strands of equality where it is a statutory requirement to do so. We will consider the need to collect information on other equality strands as part of our self-evaluation in relation to needs, entitlements and outcomes for pupils, staff, parents and the wider community. This information will tell us whether our policies and practices are affecting some groups differently or adversely by preventing them from participating/achieving well in school life.

To meet the general duties of the equality standards we will:

- Investigate the processes that have led to differences between diverse groups.
- Consider how to remove any barriers.
- Where necessary, revise and review our policies/practices and action plan.
- Establish monitoring systems for areas where information does not currently exist.

## **Pupil Data**

Aston Clinton School collects data on the achievements of all pupils. This generic information gathering will be disaggregated for pupils from diverse groups to reveal if current policies and practices are differentially affecting any group of pupils' achievements and attainments. We will monitor, for example:

- Admission and Transfer Procedures
- Pupil attainment and progress
- Attendance
- Access to the environment, including access to equipment
- Access to the curriculum, teaching and learning
- Access to written communication
- Personal development and pastoral care
- School values
- Behaviour, discipline and exclusion
- Harassment
- Bullying (including racist and homophobic bullying)
- PSHE
- Health, sport and obesity

Aston Clinton School also gathers information on 'opportunities' and 'achievements' of pupils from diverse groups. Possible examples include:

- which pupils are in positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions of pupils for the future
- access to school trips
- involvement in after school clubs and activities
- Opportunities for enrichment activities (both in / out of school)

## **Employee Data**

Aston Clinton School gathers the following information annually in relation to all employees, as part of Newcastle's school workforce diversity monitoring process:

- staff in post
- applicants for employment, training and promotion\*

## **Parent Data**

Under the requirements of the general duties it is useful for us to collect detailed information on parents of children at Aston Clinton School. In doing this we would be in a better position to show how we are promoting equality for all parents who are part of the school community. We will do this by monitoring, by diverse group, for example:

- attendance at parents evenings
- membership of Aston Clinton governing body
- access to information, services and resources for parents and guardians
- level of response to information requested by the school (*could flag up language or English problems.*)

### **How we use the data we collect**

At Aston Clinton School we will analyse the data to see if there are any patterns of inequality and will take whatever steps are needed to remove barriers, value diversity, promote awareness and promote equal opportunities/human rights, as highlighted in our equality self-evaluation. This ensures that we:

- highlight any differences between those from different backgrounds
- ask why these differences exist, and test the explanations given
- review how effective the current targets and objectives are
- decide what further action may be needed to meet the general duties and to improve the performance of the different equality groups

## **8. Addressing prejudice-related incidents**

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

## **9. Complaints procedures**

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

## **10. Monitoring and review**

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.