

Equality Information & Equality Objectives



Adopted & Reviewed January 2024

Review Details:

Next review due:	January 2027
Committee responsible:	Curriculum Committee

Version	Approved by	Date approval	Key changes
1.0	Finance & Premises Committee	May 2019	
1.1	Finance & Premises Committee	12/01/21	Date changes only
1.2	Curriculum Committee	16/01/24	Formatted and date changes 4.1 – Gifted and talented replaced with more able 4.7 – Diversity Group replaced Equalities Team

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Equality Information and Equality Objectives Policy	DATE:	16.01.24
EIA CARRIED OUT BY:	A Walters	EIA APPROVED BY:	A Walters

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual, transgender; actual or perceived)		X

1. Introduction

- 1.1 On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as; the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995, the Employment Equality (Religion or Belief) Regulations 2003, the Employment Equality (Sexual Orientation) Regulations 2003[5] and the Employment Equality (Age) Regulations 2006.
- 1.2 Coniston Primary School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.
- 1.3 We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.
- 1.4 This policy and all associated procedures apply to all staff (including volunteers and students on placement), pupils and visitors and should be read in conjunction with the following policies:
- Anti-Bullying Policy
 - Behaviour Policy
 - Compliments and Complaints Policy
 - E-Safety Policy
 - Health and Safety Policy
 - Peer to Peer Policy
 - Safeguarding and Child Protection Policy
 - Whistle Blowing Policy
- 1.5 Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or young people by visitors will not be tolerated.

2. Compliance

- 2.1 Compliance with the Equality Act 2010 is the responsibility of all members of staff.
- 2.2 Coniston Primary School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation.
- 2.3 This document has been prepared to ensure that Coniston Primary School meets its obligations under the 2010 Equality Act.

3. Definitions

- 3.1 The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion or belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - Man, woman or gender neutral.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

3.2 It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not refuse to admit a pupil because his/her parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

3.3 For further information on types of unlawful discrimination see **Appendix 1**.

4. Equality Information

4.1 This Equality Information and Equality Objectives document is a consequence of the two specific duties which schools have to undertake in relation to the Act.

- a) To publish information which shows they have due regard for equalities, as defined by the Act
- b) To publish at least one equality objective.

4.2 The document will be updated annually and this will include an indication of progress on achieving the Equality Objectives which will be prepared and published every four years.

5. Data about the school population and differences of outcome

5.1 Coniston Primary School maintains data on its pupils grouped by the following characteristics:

- Age (year group)
- Ethnicity
- Sex/gender
- Proficiency in English language
- Disability
- Disadvantaged background
- Special educational needs

5.2 The school makes regular assessments of pupils' learning and uses this information to track pupils' progress, as they move through the school.

5.3 In addition to pupil progress information, the school also collects a range of other information. This relates to:

- Exclusions
- Attendance
- Disciplinary matters
- Incidents of racism, racial harassment and bullying
- Parental involvement
- Community involvement
- More able children

5.4 Analysing the information collected enables the school to identify any significant differences in progress, behaviour or involvement between the groups of pupils sharing the same characteristic.

5.5 Where a difference is found to be caused by, for example, inequalities of opportunity, prejudice or discrimination, then an action plan is put in place to address the issue.

5.6 The action plan involves raising a formal Equality Objective which will be included in the Coniston Primary School Strategic Improvement Plan (SIP).

6. Documentation

6.1 There is a statement of the school's overarching equality principles in Appendix 2, this document and Equality Objectives are documented in the Coniston Primary School SIP.

6.2 Equality information is published in routine bulletins, newsletters, and occasional letters to parents.

6.3 There are references to the school's consideration of its responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and Leadership Team meetings.

7. Responsibilities

7.1 Governing Body

- A member of the governing body must have a monitoring role for equalities matters.
- The governing body must set out its commitment to equal opportunities in a policy statement, and continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The governing body must seek to ensure that pupils, whilst in the school, are not discriminated against on the grounds any of the characteristics listed within this policy.
- The governors must take all reasonable steps to ensure that the school environment gives access to people with disabilities and make reference to arrangements for disabled pupils in a specific document.
- The governors must welcome all applications to join the school, whatever background or disability a child may have.
- When policies are reviewed, governors must ensure that due regard is given to the promotion of equality within each policy.
- The governing body must monitor the effectiveness of the equality policy by:
 - Monitoring the progress of pupils of having protected characteristics and comparing it to the progress made by other pupils in the school.
 - Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against.
 - Requiring the Headteacher to report to governors on an annual basis on the effectiveness of the equality policy.
 - Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils.
 - Monitoring the school behaviour and exclusions policy, so those pupils having protected characteristics are not unfairly treated.

7.2 The Headteacher

- With support from the governing body, the Headteacher must implement the school's equality policies
- The Headteacher must appoint a member of the Leadership Team to be given special responsibility for equalities matters
- The Headteacher must ensure that all staff are aware of the school policies on equality, and that teachers apply them fairly in all situations
- The Headteacher must ensure that all appointments panels give due regard to equality policies so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher must promote the principle of equality when developing the curriculum, and promote equality in all aspects of school life, for example, in the assembly, where equality is a regular theme, and in displays shown around the school
- The Headteacher must treat all incidents of unfair treatment and discrimination with due seriousness
- The Headteacher must supply the Local Authority with employment data related to racial groups employed by the school.

7.3 The Class Teacher

- The class teacher must ensure that all pupils are treated fairly, equally and with respect
- When selecting classroom material, teachers must pay due regard to the sensitivities of all members of the class and will not provide material that discriminatory in nature. Teachers must strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups
- When designing schemes of work, teachers must refer to equality policies for guidance in both in our choice of topics to study and in how to approach sensitive issues
- Teachers must challenge any incidents of prejudice, discrimination or racism, record them and draw them to the attention of the Headteacher
- Teachers must support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of prejudice or discrimination.

8. Staffing

8.1 The school's programme for continuing professional development includes reference to equality matters ensuring that staff have sufficient training to play their full part in ensuring that equality is promoted in the school.

8.2 Members of the governing body also have the opportunity to identify their own training needs in relation to school equality policies.

8.3 There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

9. Behaviour and Safety

9.1 There are clear procedures for dealing with prejudice-related bullying and incidents.

9.2 Any incident of prejudice, bullying or discrimination due to a specific characteristic of a pupil is unacceptable in the school.

9.3 An incident can take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson. Any adult witnessing such an incident or being informed about an incident:

- Stops the incident and comforts the pupil who is the victim.
- Reprimands the aggressor and informs the victim what action has been taken.
- If the incident is witnessed by other pupils, tells them why it is wrong.
- Reports the incident to the Headteacher or Deputy Headteacher and informs him/her of the action taken.
- Informs the class teacher(s) of both the victim and the aggressor, then records what happened in the incident book (kept in the main office).
- Informs both sets of parents, if appropriate.

9.3 Surveys have shown that most pupils feel safe from all kinds of bullying.

10. Curriculum

10.1 All pupils are provided with the opportunity to succeed, and to reach the highest level of personal achievement. To do this the school:

- Ensures equality of access for all pupils and prepares them for life in a diverse society.
- Uses materials that reflect a range of cultural backgrounds, without stereotyping.
- Promotes attitudes and values that will challenge discriminatory behaviour.
- Provides opportunities for pupils to appreciate their own culture and celebrates the diversity of other cultures.
- Seeks to involve all parents in supporting their child's education.
- Provides educational visits and activities that reflect all pupil characteristics.
- Takes account of the performance of all pupils when planning for future learning and sets challenging targets.
- Makes best use of all available resources to support the learning of all of the groups of pupils who have the same characteristic.

10.2 Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate.

- 10.3 There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
- 10.4 There are activities across the curriculum which promotes pupils' spiritual, moral, social and cultural development.
- 10.5 The school takes part in certain equality related national projects and award schemes.
- 10.6 In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

11. Consultation and Involvement

- 11.1 The school has procedures for consulting and involving parents and carers, for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
- 11.2 The school has our own Diversity Group on School Council, made up of pupils from each year group to help with all procedures for finding out how the pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

12. Equality Objectives

- 12.1 Equality objectives arise from analysis the school carries out on data related to pupil progress, behaviour or other information. Where an area is identified where there is an opportunity for improvement in equalities, it is documented as an Equality Objective and included in the Coniston Primary School SIP.
- 12.2 Objectives are defined to be specific, measurable and outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are. At least one objective is set each school year.
- 12.3 Equality objectives are related to matters highlighted in the information which a school publishes to demonstrate compliance with the general duty to have due regard for equalities.
- 12.4 The vast majority of equality objectives adopted by the school are about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples might be:
- To narrow the gap in performance of disabled pupils.
 - To narrow the gap in attendance rates for pupils from low income families.
 - To narrow the gap in mathematics between boys and girls.
 - To raise attainment in English for boys.
 - To anticipate the needs of incoming pupils from a new group, such as non-English speaking children.
 - To promote and enhance community cohesion and a sense of belonging in the school and in the schools neighbourhood.

13. Complaints and Grievances

- 13.1 If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints procedure.

Signed:.....

Chair of Curriculum Committee

Next Review Date: January 2027

APPENDIX 1

Further information about equality and diversity

Types of unlawful discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- **Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- **Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- **Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- **Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- **Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Arc School and the harassment relates to a protected characteristic.
- **Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

Appendix 2

Policy Statements

Eliminate Discrimination

- We will not discriminate, directly or indirectly, against anyone, be they staff or pupil, on the grounds of any of the protected characteristics defined in the 2010 Equality Act, namely: sex, race, age, disability, religion / belief, pregnancy / maternity, gender reassignment / sexual orientation, marriage and civil partnership
- In addition, we will not discriminate, directly or indirectly, against any pupil, on the grounds of their parent's or carers economic status
- We will not tolerate any forms of discriminatory behaviour, prejudice, bullying or harassment. Should an incident occur, we will act immediately to prevent any repetition. We will have clear procedures for dealing quickly with incidents and do all we can to support the victim (s) in overcoming any difficulties it may have caused

Advance Equal Opportunities

- We will promote the individuality of all our children, irrespective of race, disability, sex, economic status or religion/belief.
- We will try to ensure that all staff recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve
- We believe that it is the right of all pupils to receive the best education we can give, with equal access to all educational opportunities provided by the school.
- We are committed to giving all our children every opportunity to achieve the highest of standards
- We will promote the principles of equality, fairness and justice for all through the education that we provide in our school and this will be reflected in our curriculum
- We will constantly strive to remove any forms of discrimination that may form barriers to learning.

Foster Good Relations

- We will endeavour to make our school welcoming to all. We will promote an understanding of different cultures and characteristics through the topics studied by the children, and we will reflect this in the displays of work shown around the school
- We will celebrate the cultural diversity of our community, show respect for all minority groups and promote good relations between people of different racial groups
- Through positive educational experiences and support for each individual's point of view, we will aim to promote positive social attitudes and respect for all
- We try to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance and we will challenge it whenever it occurs
- We will actively tackle discrimination and promote equality through newsletters to parents and displays of work

- We will build self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- We will have regular consultation with parents/carers and members of the local community, so that they are well informed of our equality policies and procedures
- We will try to create an ethos in which all pupils and staff feel valued and secure
- We will make it clear to our pupils what constitutes discriminatory behaviour and make them confident to challenge it.