



**Nythe Primary and Nursery School
Equality, Diversity and Inclusion
Information and Objectives**

Date of approval	19 September 2018
Approved by	Board of Governors
Review date	September 2019



Introduction

Promoting equality, recognising diversity and achieving inclusion means treating people fairly, valuing differences and removing the barriers that prevent individuals from fully participating in school life and realising their full potential.

This policy sets out the key principles of equality that will guide the way in which Nythe Primary School makes decisions, provides services, recruits and supports employees, works with other organisations and involves the local community. It will be supported by strategies and action plans that set out objectives and activities that will ensure we meet our Equality Duty.

1. Aims

Nythe Primary School aims to meet its obligations under the public sector equality duty by having due regard for the need to:

- Eliminate discrimination, victimisation, harassment and other conduct that is prohibited by the Equality Act of 2010
- Advance equality of opportunity
- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low
- Foster good relations.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010 which introduced the public sector equality duty to protect people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011 requiring schools to:
 - Publish information to demonstrate how they are complying with the equality duty
 - To prepare and publish one or more specific and measurable equality objectives.
- The Equality Act 2010 and Schools, guidance published by the Department of Education (DfE). Revised May 2014 and June 2018
- Protected Characteristics to consider when meeting the requirements of the Equality Act 2010: age, sex, disability, ethnicity, gender reassignment, religion/belief, sexual orientation, marriage/civil partnership, pregnancy/maternity.

3. Roles and Responsibilities

Nythe Governing Body will:

- Ensure that the equality information and objective(s), as set out in this statement, are published and communicated throughout the school to staff, pupils and parents.
- Ensure that the equality information and objective(s) 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



- Review the equality information and objectives annually and meet with the school leaders, and other relevant staff members, to discuss any issues arising and how these are being addressed
- Ensure staff are familiar with all relevant legislation and the contents of this document
- Attend appropriate Equality, Diversity and Inclusion training
- Report back to the full governing body regarding any issues.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils and parents
- Monitor success in achieving the objective(s) and report back to the governing body.

All school staff will:

- Have regard to this document and the supporting legislation and guidance
- Work to achieve the objective(s) identified by the school as stated in this document.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with the non-discrimination provisions.

When writing school policies, the staff team and governing body are aware of the importance of avoiding discrimination. They will aim to always consider the importance of ensuring inclusion and equality, the diverse nature of the school, and wider population.

Staff and governors are regularly reminded of their responsibilities under the Equality Act. During meetings, where this has been discussed, it will be recorded in the meeting minutes.

Pupil focused action:

The school plans a range of collective worship themes that have regard to equality, diversity and inclusion.

The school has regard to parents needs in relation to this policy, for example running workshops and meetings at variety of times to accommodate working patterns.

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 individuals which are connected to a particular characteristic
- Taking steps to meet the needs of individuals who have a particular characteristic
- Encouraging individuals who have a particular characteristic to participate fully in available school activities.

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 and implement actions in response through the school development plan
- Make evidence available, identifying improvements for specific groups, and include feedback to the governing body regarding any identified focus areas.



6. Fostering good relations

The school aims to foster good relations between those who share protected characteristics and those who don't by:

- Promoting tolerance, friendship and understanding of a range of religions, cultures and special needs through different aspects of the curriculum. This includes specific teaching in RE, citizenship and personal, social, health and economic (PSHE) education and activities in other curriculum areas
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take the lead in such assemblies and external speakers will also be invited to contribute
- Working with the local community. This includes inviting leaders of local faith groups to participate in assemblies or contribute to aspects of specific lessons and organising school visits and activities based around the local and extended community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within school. For example, Nythe school council has representatives from each year group and from a range of backgrounds.
- All pupils are encouraged to participate in extra-curricular school activities.

7. Equality considerations during decision-making

The school ensures it has due regard to equality, inclusion and diversity considerations whenever significant decisions are made, e.g. Curriculum planning, the provision of extra-curricular activities, resource provision and allocation.

The school always considers the impact of significant decisions on particular groups of pupils.

For example, when a school trip is being planned, the following considerations are taken into account:

- Whether the visit is affected by religious holidays
- Accessibility to pupils with disabilities
- Availability of appropriate facilities

The school records these considerations, at the same time as the risk assessment, as part of the school trip and activity planning process. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. Equality Objectives (published every four years)

Objective	Reason	Action	Review/Evaluation
<i>1 Train members of staff and governors involved in recruitment and selection on fairer recruitment, equal opportunities and non-discrimination by Feb 2019</i>	<i>This is not currently embedded as part of our annual staff training cycle.</i>	<i>Incorporate prompts regarding equal opportunities within safer recruitment process.</i>	<i>19.09.18 Reviewed</i>



<p>2 Review the curriculum and school environment in order to promote role models and heroes that young people positively identify with, reflecting the school's diversity in terms of race, gender and disability.</p>	<p>To help ensure that members of the School community feel valued and treated equally.</p>	<p>Include this focus in the cycle of quality improvement through lesson observations, learning walks and pupil/staff/parent feedback.</p>	<p>Now a shared TA performance target for 2018-19. Progress towards this objective will be recorded in the School Development Plan.</p>
<p>3 Review the participation of boys and girls and any pupils with protected characteristics in after school clubs and take action to address any issues that arise.</p>	<p>This is an on-going concern as the school continues to try to develop the range of after school clubs offered.</p>	<p>Sports lead to audit participation and complete pupil voice discussion to address issues and plan with the children how we can improve this at school.</p>	<p>Now a shared TA performance target for 2018-19. Progress towards this objective will be recorded in the School Development Plan.</p>

9. Monitoring Arrangements

The governing body will:

- At least, annually review and update the equality information published by the school
- Have regard to Equality, Diversity and Inclusion considerations for every school policy decision
- Ensure equality data for the school is collated, evaluated and published
- Ensure Nythe School's equality objectives are published.