Reinwood I & N School
Equalities Policy + Equality Objectives

(Reviewed Annually
Objectives 4 yearly)

Reviewed September 2021	**Reviewed September 2022**
Reviewed September 2023	**Reviewed September 2024**
Reviewed September 2025	
Next Review September 2026	

Objectives Written: Autumn 2024	**Objectives to be reviewed: Autumn 2028**

Introduction

This policy complies with the requirements of the Equality Act 2010.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

As a school it is our intention to provide education for all pupils, which acknowledges that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and where we all treat one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

As a school we will not tolerate harassment of any kind. We expect all involved at the school to be committed to eliminating all forms of discrimination, on the grounds of race, gender, disability, sexuality, age, religion and belief.

Responsibilities

The Governing Body and Senior Leadership Team have responsibility for monitoring and evaluating all aspects of school life including curriculum provision and content, pupil achievement, school organisation, assemblies, uniform, meals, admission, pay and employment procedures in light of these aims. Regular consultation with pupils, parents and staff will form part of the information gathering process. Specific policies on curriculum, uniform, bullying, admissions, discipline, and sport will be regularly updated in response to this information gathering and objectives for promoting equality will be integral to the school development plan. We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

Staff will challenge harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socioeconomic background, age, responsibility for dependants and trade union membership.

Promoting Equality: Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure: Curriculum planning reflects a commitment to equality;

- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Teaching and Learning

Pupils throughout the school have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for the next stage of their education. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all pupils.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation, to secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

The school holds data on standards and progress achieved by all students and analyses this on a termly basis to monitor the performance of those with particular characteristics, where these are known. The relevant characteristics include: gender; ethnicity; first language; special educational need and eligibility for free school meals. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics. Both internal and external data sources are under constant scrutiny, and monitoring has not revealed any significant differences in the achievement of different groups of pupils to date. The outcomes of the monitoring will form part of the self-evaluation process that takes place throughout the year.

Promoting Equality: The ethos and culture of the school

We recognise that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The pupils are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council and there are regular opportunities to engage with pupils about their learning and the life of the school;

- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- Any vacant position will normally be advertised via the appropriate channels to ensure the most appropriate field and widest pool of applicants is obtained.
- All those involved in recruitment and selection are aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Health Related Questions for Job Applicants

It is unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. We will continue to establish teachers' fitness and ability to teach (as required by the Health Standards (England) Regulations 2003) by asking necessary, targeted and relevant health questions after job offer.

Promoting Equality: Countering and Challenging Harassment and Bullying

The Senior Leadership Team has responsibility for monitoring racial or sexual harassment (including homophobic bullying) and for counselling and supporting staff or pupils who may be involved in such abuse. Pupils, parents and staff are actively encouraged to report incidents and investigating staff are expected to deal with such incidents sympathetically, promptly and effectively. We also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise. We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, school users and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

We work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome;
- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching RE, PSHE, 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.

Promoting 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 panned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls etc

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for monitoring that:

- The school complies with all equalities legislation relevant to the school community;
- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including staff, pupils and parents;
- The school's equality policy and schemes are maintained and updated regularly;
- The actions, procedures and strategies related to the policy are implemented;
- Delegate the responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Head Teacher and Senior Leadership team has responsibility for:
In partnership with the Governing body, providing leadership and vision in respect of equality;

- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Taking appropriate action in response to any prejudice-related incidents'
- Monitor success in achieving the objectives and report back to governors.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school.

The Public Sector Equality Duty

It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which help them to further the tree aims of the Equality Duty. The obligation to publish equality information and objectives is contained in the Equality Act 2010 (Specific Duties and Public Authorities) Regulation 2017 which came into force on 31 March 2017. These regulations clarify that schools are required to publish equality objectives by 30 March 2018 and renew them no more than four years after the date on which they were last published.

In addition to ensuring compliance with legislative requirements, schools should be aware not only that equality is integral to the Education Inspection Framework 2021 and that equality are specified factors which are taken into account in all of Ofsted's key judgements.

We have referred to and analysed our equality information and set ourselves the following equality objectives:

Equality Objectives 2024 to 2028

At Reinwood Infant & Nursery School we are committed to ensuring equality of education and opportunity for all our pupils, staff, parents and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

Objective 1: Equity and excellence:
The school will:
(a) Continue to monitor, analyse and evaluate attainment and progress of all pupils with specific reference to groups with different characteristics. These will include race, gender, first language, special educational needs, disability and FSM eligibility and act upon any trends or patterns in this data that require additional support for pupils.
(b) Prepare, implement and evaluate a pupil premium strategy to remove any potential barriers to participation or success related to disadvantage or vulnerability.

Objective 2: Participation and engagement:
The school will:
(a) Continue to monitor participation in extracurricular activities and report to governors.
(b) Consider ways to increase participation if any group is under represented as identified by monitoring.
(c) Continue to monitor and support attendance of all groups of children in school and report to governors.
(d) To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement and report to governors

Objective 3: Policies:
The school will:
(a) Conduct equality impact assessments for any new or substantially amended policies.
(b) Ensure the school environment is as accessible as possible to pupils, staff and visitors (Accessibility Plan)

Objective 4: Staff:
The school will:
(a) Ensure all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training.
(b) Monitor applications and appointments for equality data, and produce an annual summary for governors
(c) Employees' training needs will be identified through the appraisal process and training will be agreed on the basis of requirement for their job
(d) Pay and promotion decisions will be based on an employee's performance (where relevant), skills and experience as detailed in our Pay Policy.
(e) Our terms of employment and facilities are reviewed regularly to ensure that they are available to all employees as appropriate and that there are no unlawful obstacles to accessing them.

This policy is supported within the School Development Plan but also works alongside the following:

- School Accessibility Plan
- Relational Policy
- Anti-Bullying Policy
- Critical incident Reporting Protocol
- SEND Policy
- Staff Handbook