



COLD HARBOUR
C of E Primary School

Growing, Learning, Achieving Together

Equality information and objectives 2019 final

	Date	Signature
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FGB:		

Responsibility of FPP Committee

Next Review Date: April 2022

The School's Christian Vision Statement

"Let your light shine" **Matthew 5:16** is our central vision. Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith.

Enabling us to grow, learn and achieve together

Cold Harbour CE Primary School

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)

TRUST
HONESTY
THANKFULNESS
RESPECT
TALK
TO MY
GOD
FAITH

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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](#).

3. Roles and responsibilities

The Finance Personal and Premises sub-committee 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

They will:

- Meet with the head teacher for equality annually, 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 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

The designated member of staff (Mrs Lorna Ryan) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 every September incorporated in annual safeguarding updates.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They 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 homophobic or transphobic 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, citizenship 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. For example, when a school trip or activity is being planned, the school considers whether the trip:

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Diversity

Why we have chosen this objective: **To promote community cohesion & diversity**

To achieve this objective we plan to:

- Ensure that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background.
- Understanding of diversity within societies and how the lives of others can enrich our own.
- Knowledge of the nature of prejudice towards diversity and how it can be combated.

Progress we are making towards this objective:

Objective 2: Values and Attitudes

Why we have chosen this objective: **Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity;**

To achieve this objective we plan to: [Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background.](#)

Progress we are making towards this objective:

Objective 3: Knowledge and Understanding Social justice and equality

Why we have chosen this objective: [Developing children's understanding of the need to tackle injustice and inequality as a Global citizen.](#)

To achieve this objective we plan to: [Provide opportunities for pupils to develop an interest in and concern about global issues; develop a realisation that individuals can act to improve situations and a desire to participate and take action.](#)

- [Commitment to fairness and readiness to work for a more just world.](#)
- [Knowledge about the world and its affairs; the links between countries, power relationships and different political systems.](#)
- [An interest, understanding and concern of the complexities of global issues](#)
- [Understanding of inequality and injustice within and between societies.](#)
- [Knowledge of basic human needs and rights and of responsibilities as Global Citizens](#)

Progress we are making towards this objective:

Objective 4: Co-operative and conflict resolution

Why we have chosen this objective: [Ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides](#)

To achieve this objective we plan to: [support pupils in understanding of historical and present day conflicts and conflict mediation and prevention.](#)

- [Commitment to fairness and readiness to work for a more just world](#)
- [Ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgment as a result.](#)
- [Ability to challenge injustice and inequalities](#)
- [Ability to recognise injustice and inequality in whatever forms it is met and to select appropriate action.](#)
- [Ability to argue effectively](#)
- [Ability to find out information and to present an informed persuasive argument.](#)

Progress we are making towards this objective:

Objective 5: Respect for people and things

Why we have chosen this objective: [to take care of things – animate and inanimate and respond to the needs of others](#)

To achieve this objective we plan to: [Enable and support pupils to make choices and recognise the consequences of choices.](#)

- Empathy
- Sensitivity to the feelings, needs and lives of others in the world.
- A sense of common humanity and common needs and rights.
- A capacity for compassion
- Embracing cultural differences
- Sense of identity and self esteem
- A feeling of one's own value and individuality

Progress we are making towards this objective:

9. Monitoring arrangements

The Finance, Premises and Personnel sub-committee with the head teacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by FPP governing board at least every 4 years.

This document will be approved by FPP committee of the governing board.

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track Pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

10. Links with other policies

This document links to the following policies:

- Accessibility plan

- Risk assessment

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils. personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors