

**EQUALITY DUTY****Children & Learning Committee****LIVING LOVING LEARNING IN JESUS****OVERVIEW**

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

**AIMS**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.
- **Create an environment in which all staff and pupils, whatever their sexual orientation or gender assignment, feel equally welcome and valued.**

**STRATEGIES**

Through our **MISSION STATEMENT** and **VALUES**:

- We try to ensure that everyone is treated fairly and with respect and that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We promote cultural understanding and awareness of different religions.
- We ensure that there are sufficient opportunities within the school's curriculum to address equalities issues
- We ensure that displays are reflective of the wider community.
- We monitor bullying and harassment of pupils and staff by race, disability and gender and uses this information to make a difference to the experience of other pupils
- We monitor and promote the involvement of all groups of children in the extra-curricular life of the school, including leadership opportunities, especially children with special educational needs and disabilities.
- We actively close gaps in attainment and achievement between children and all groups of children; especially children eligible for free-school meals, children with special educational needs and disabilities, looked after children and children from minority ethnic groups.
- Continues to improve accessibility across the school for children, staff and visitors with disabilities. We try and ensure equal access to information for all parents. We also try and ensure that the school environment is as accessible as possible to pupils, staff and visitors to the school. We set our Accessibility plan objectives for a 3 year period and review the progress annually.
- We endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
- We are committed to the elimination of the use of homophobic, sexist and racist language by children in the school.

**Part 1: Information about the pupil population**

Number of pupils on roll at the school: 406

**INFORMATION ON PUPILS BY PROTECTED CHARACTERISTICS:** The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

**DISABILITY:** The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

	Pupil Data on Special Educational Needs		Pupil Data on Gender		
	No Pupils	% School Population	No Pupils	% School Population	
SEN Register	18	4.3	Boys	214	51
Statement	4	0.72	Girls	205	49

Pupil Data on Ethnicity and Race							
	White British/European	White Irish	Asian	Black Caribbean	Chinese	Indian	White & Asian
Boys	199	6	0	0	0	0	3
Girls	191	3	0	0	3	0	3
	Black African	White & Black Caribbean	Other Mixed Background	White & Black African	Other Asian		
Boys	1	1	4	0	0		
Girls	1	0	2	1	1		

Religion and Belief							
Christian	Muslim	Jewish	Other	No Religion	Unknown		
406							

Our school looks at how we can help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we work to provide further information on the following groups of pupils:

Pupil Data Vulnerable Pupils		
	No Pupils	% School Population
	57	14%

### OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school

#### ATTAINMENT OF ALL GROUPS

We are prioritising closing the gap to National standards of attainment and progress for all groups. Following the success of this we will look to examine the attainment of our more able pupils.

### HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis
- The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

### HOW WE ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS

Under the Equality Act 2010, we are also required to have due regard to the need to **ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils and all staff and pupils, whatever their sexual orientation or gender assignment.

#### Disability: We are committed to working for the equality of people with & without disabilities

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>We set challenging targets to ensure our children with disabilities make good progress.</li> <li>We provide good quality training for staff on inclusion.</li> <li>When required we gain external advice and support for many different professionals</li> <li>We promote positive links with our parents.</li> <li>There is a designated Governor for SEN.</li> <li>Specific targeted support where appropriate.</li> <li>Annual reviews</li> <li>Liaising and working in partnership with a number of professional organisations.</li> <li>A wide range of resources stored in easily accessible locations!</li> </ul>	<ul style="list-style-type: none"> <li>Our school admissions criteria which welcomes all pupils.</li> <li>We work with private Nurseries ensuring transfer into Reception is effective &amp; as smooth as possible</li> <li>We liaise with special schools in the City and beyond regarding effective provision</li> <li>Regular meetings with parents.</li> <li>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</li> <li>We ensure that the curriculum and resources we use have positive images of disabled people.</li> </ul>	<ul style="list-style-type: none"> <li>Children experience a positive start.</li> <li>Parents are kept well informed.</li> <li>Effective, positive relationships with parents, school and home working in partnership to support the child.</li> <li>Effective inclusion of children with disabilities.</li> <li>Pupil voice shows that our children with additional needs are happy in school</li> </ul> <p><b>NEXT STEP</b> Termly review and development of provision maps, staffing and resources to improve attainment of our School Action children</p>

**Ethnicity & Race: We are committed to working for the equality of all ethnic groups**

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.</li> <li>We identify appropriate provision and then monitor its impact.</li> <li>A supportive network, we use a variety of strategies to support our new families. Children are buddied up with a child within their class</li> <li>We set targets to improve the attainment and progression rates of particular groups of pupils.</li> <li>We identify and address barriers to the participation of particular groups in learning and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>We use ICT to support translations EMAS (provided by LA)</li> <li>An informal open door policy, staff are available at the start and end of the day.</li> <li>We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity.</li> <li>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</li> <li>We ensure that the curriculum challenges racism and stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Children experience a positive start.</li> <li>Parents are kept well informed and they attend school events</li> <li>Effective, positive relationships with parents, school and home working in partnership to support the child.</li> <li>Pupil voice is monitored regularly as part of our cycle &amp; it shows that all of our children are happy in school</li> </ul> <p><b>NEXT STEP</b></p> <ul style="list-style-type: none"> <li>Looking at including 'special events' which are pertinent to all of the cultures and ethnic origins reflected in our school family</li> <li>Celebrating all of the cultures and ethnic origins reflected in our school family through assemblies etc to aid feeling fully included and accepted into our predominantly white British school.</li> <li>Monitor attainment of significant all ethnic groups as part of our assessment cycle</li> </ul>

**Sexual orientation or Gender: We are committed to working for the equality of both sexes**

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>We monitor the attainment and progress of all our pupils by gender.</li> <li>We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</li> <li>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</li> <li>The School Council ensures both boys and girls views are equally represented.</li> <li>Sports teams: these are equally represented by boys and girls.</li> <li>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities</li> </ul>	<ul style="list-style-type: none"> <li>Extended school provision is interest led, not gender led</li> <li>We try to ensure we include positive, non-stereotypical images of men &amp; women in the curriculum</li> <li>Male members of staff have a high visibility around the school</li> </ul>	<ul style="list-style-type: none"> <li>Children's attainment does not show any</li> <li>systematic differences in attainment</li> <li>The curriculum is enhanced by increased pupil voice</li> </ul> <p><b>NEXT STEP</b> Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all</p>

**Religion & Belief: We are committed to working for equality for people based on their religion, belief or non belief, sexual orientation or gender assignment**

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>We support our pupils to build their sense of identity and belonging through our whole school values</li> <li>We promote inclusion for all our faith groups</li> </ul>	<ul style="list-style-type: none"> <li>We visit a range of places of worship in Liverpool as part of our RE curriculum</li> <li>We follow closely the Come and See programme of study which includes other religions</li> <li>We have designated curriculum time within which children are encouraged to develop deeper thinking and reflection skills</li> <li>We forge links with our local other Faith schools and places of worship</li> <li>Church.</li> <li>We recognise and celebrate where appropriate to our context significant religious events from different religions</li> </ul>	<ul style="list-style-type: none"> <li>We have very few racist incidents</li> <li>We have a well- resourced RE curriculum which supports the children's understanding and experiences of the differing religions</li> </ul> <p><b>NEXT STEP</b> Planning a 4 year assembly cycle that links with SEAL and SMSC to ensure we have appropriate links to other faiths, sexual orientation and gender assignment, in an age appropriate manner, alongside the predominantly Christian message.</p>

**CONSULTATION AND ENGAGEMENT**

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Annual Questionnaire - pupils, parents, Staff
- Parent Forum

- Focus specific questionnaires
- Consultation Evenings
- Informal morning/end of day chats
- Electronic comments received - e mail
- School Council
- Pupil surveys and consultations

## OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages, we felt it appropriate to have an objective for each group. We will regularly review the progress we are making to meet our equality objectives.

Date set	Type of group objective	Objective	Measure	Achieved date
1718	Disability	Termly review and development of provision maps, staffing and resources to improve attainment of our vulnerable children, including those on the SEN register	All SEN & D children make 2 levels progress	
1718	Sexual Orientation & Gender Assignment	Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all	Curriculum includes more engaging and motivational topics chosen by the children	
1718	Ethnicity	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress	Data is monitored termly	
1718	Religion	To have a 4 year cycle in place for assemblies allowing for links with other faiths to be planned also in-line with SMSC	Monitoring shows appropriate links to assembly themes & religions linked to SMSC	

## MONITORING EVALUATION AND REVIEW

This policy will be reviewed annually by the Governing Body and Senior Leadership Team

<b>Date adopted</b>	<b>Jan 04</b>	<b>Review Cycle</b>	<b>Annual</b>	<b>Last Reviewed</b>	<b>Spr 17</b>
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