

KINGFISHER PRIMARY



EQUALITIES POLICY AND PLAN

This policy is reviewed every year in the autumn term.
This edition: September 2022

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1. Introduction

Kingfisher Primary have developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole Academy environment as well as meeting the duty to promote community cohesion on our Trust and Academy governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

Signature: Principal **Date.....**

Signature: Chair of Governors..... **Date.....**

2.1 Legal framework

This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:

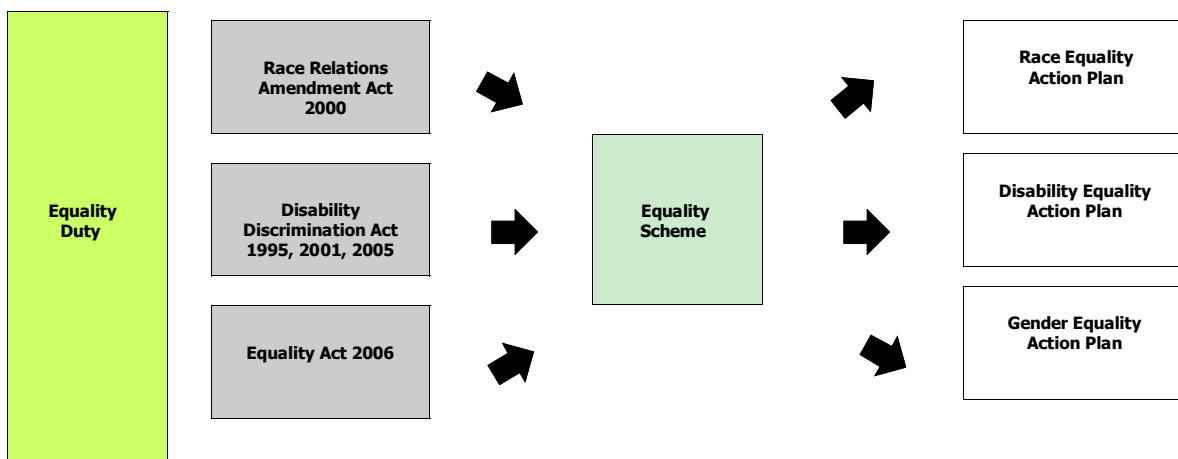
- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006.

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

Figure 1

How the Equality Duties fit together



2.2 Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for pupils, parents, staff and the wider community
- Continue to address any issues of attendance by working closely with outside agencies as appropriate
- Identify on an on-going basis any underachieving groups and address any issues of underachievement
- Address issues of stereotyping, including expectations and roles
- Continue to seek the views of children and parents and raise awareness of the impact of bullying and violence, eg, use of SEAL resources, including questionnaires and Anti-bullying alliance materials
- Continue to address workforce based equality issues through review of roles and job descriptions and conforming to Human Resources procedures on appointments, promotions and any necessary adjustments
- Striving to ensure fair representation on the Governing Body that reflects the parent body and local community.

2.3 Duty to promote Community Cohesion

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, '*community*' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body. Our parish and the wider community which uses our facilities and services, including the Children centre.
- The community within which we are located, including Sheffield.
- The region in which we are located.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values.

- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

The duties to promote race, disability and gender equality alongside community cohesion supports the actions identified in the Federation Improvement Plan in the following ways;

- The curriculum is used to value diversity and shared values and is informed by the views of our pupils. Teaching and Learning is monitored through the Trust and Academies Monitoring, Evaluation and Review cycle and through the Federation Development Plan;
- Attendance is monitored in an on-going way by Kingfisher in collaboration with the LA designated officer assigned to the Academy Data is monitored to see if there are any patterns of poor attendance for specific groups (See attendance policy);
- The Academy uses the STATonline tracking system, internal data and monitoring systems and analysis of RAISEonline to identify underachieving groups and their progress is reviewed through the year;
- In addition to the above we address issues of exclusion and those relating to vulnerable families through Multi-Agency working;
- Addressing any issues of bullying and attitudes to violence by following the Academy planned approach to individual incidents and continual use of SEAL;
- By following the requirements of the School Accessibility systems (See Accessibility Plan) and applying for additional funding to meet individual needs;
- By advertising suitable posts, as appropriate in the Academy / Trust newsletter and continuing to monitor the workforce for the extent to which it reflects the local school community
- By signposting for Extended Schools activities within the community.

2.4 How we will meet the General Duty & Specific Duty

This Equality Scheme and its Action Plan on race, disability and gender for our school set out the specific actions that will be carried out to meet our duties and are listed in the Action Plan.

2.5 Leadership

All staff and Governors at the school are responsible for the implementation of the Scheme.

Governors are responsible for:

- Ensuring the Trust and Academy complies with the relevant equality legislation
- Ensuring that the Equality Scheme and its procedures are followed

The **Principal, in conjunction with Astrea Academy Trust**, is responsible for:

- Ensuring the Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors

2.6 Involvement

In developing our Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

- We seek the views of pupils both formally and informally through questionnaires and evaluation, pupil interviews; AfA and SEN reviews and Pupil Council actions.
- The views of staff are gained during Performance Management reviews; staff meetings and the evaluation of key priorities.
- We carry out pupil and parents' questionnaires. Findings and action points are communicated to parents. We ask for feedback from any aspect of parental involvement in school life.
- We continually seek the views of all stakeholders

2.7 Eliminating harassment and bullying

Kingfisher Primary will not tolerate any form of harassment and bullying of either pupils or our staff. (See Anti-Bullying policy and follow Anti-Racism procedures) The Governing Body has adopted the Doncaster Metropolitan Borough Council's Code of Conduct and policy Harassment, Discrimination, Victimisation and Bullying.

2.8 Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices at the time of review, as well as ones which are subsequently developed. Our approach to Equality Impact Assessment is listed in our Action Plan

2.9 Training

New staff receive induction on key policies and equality issues. We provide equality training through;

- Relevant courses for staff and governors as identified in our Action Plan.
- Training linked to the needs of pupils.

2.10 Information Gathering

We are required to gather information on the effect of our policies and practices in particular:

the extent to equality between pupils is promoted
the extent to equality between staff is promoted
the extent to which the curriculum and other activities take race, disability and gender into account

Information gathering will include:

- Information relating to the profile of the school's workforce.
- Attainment levels of pupils are stored and the pupil tracker will enable us to identify trends in relation to gender, ethnic background and disability.
- The School Census includes data on exclusions.
- Reports of harassment and bullying of pupils and staff are recorded as outlined in our Anti-Bullying Anti-Racism policies.

- The Governors' Section retain information on the composition of the Governing Body.

2.11 Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices and will make them aware of Astrea Academy Trust expectations as regards adults / pupil relationships.

2.12 Visitors

We display our Vision Statement in the entrance and will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality.

2.13 Publishing the Scheme

Our Scheme will be published in September 2017 and shared with Governors at the next full meeting in October 2017. A hard copy will be available alongside other policies in the office. It will also be published through the academy website. The Equality Scheme will be made available in a variety of other formats if requested.

2.14 Annual reporting

The report will be published annually through the Principals Report to Governors, summarising:

- Progress against the action plan
- The results of information gathering
- What has been done with the information gathered.

This report will be made available to all interested stakeholders.

2.15 Reviewing and Revising the Equality Scheme

We will review progress against the Scheme every year and we will revise the Scheme in two years, or in line with new legislative developments arising from a Single Equality Act.

3. Impact Assessment Toolkit

What is an Impact Assessment?

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In an educational setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

When should Impact Assessments be conducted?

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

Mapping policies and practices

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to racial, disability and gender equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

1. What is the purpose of the policy/practice?
2. What are the objectives?

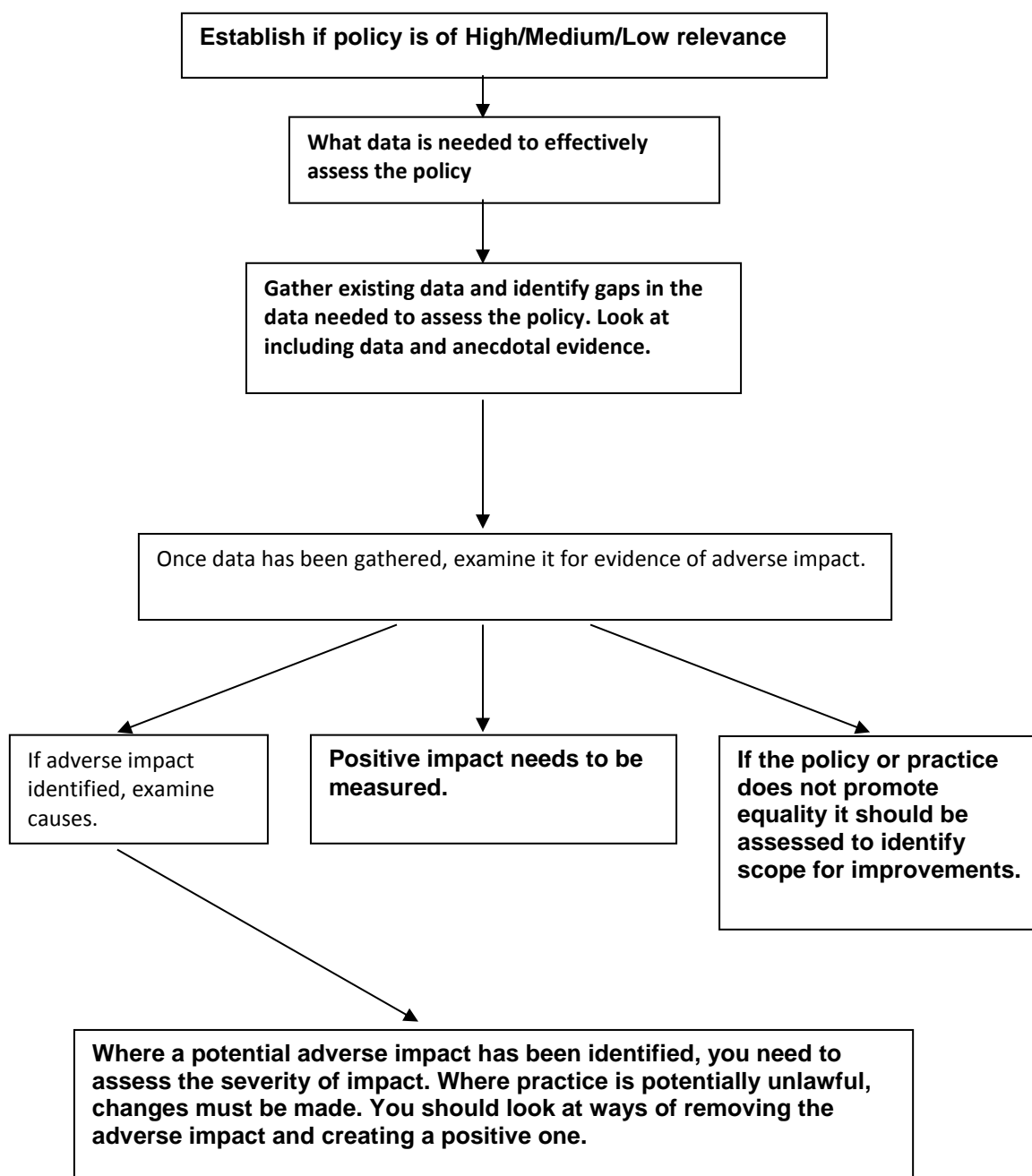
3. Who was responsible for creating the policy/practice?
4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?
6. Is there any evidence that there are different needs that your policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder racial, disability and gender equality in the school?

Prioritising will enable you to list policies and practices by relevance to racial, disability and gender equality as High, Medium or Low.

Assessing policies and practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

3.5 Impact Assessment Flowchart



3.6 Publication of findings

We will need to publish the findings of your Equality Impact Assessment through a practical channel of communication, for example our website.