



Equality Duty Policy

Reviewed: February 2021

Ratified by the Governors: March 2021

Due for Revision: January 2022

Aims and purposes of this Policy

On 6 April 2012, schools were required to publish information showing how they comply with the new equality duty and setting equality objectives. They need to update the published information at least annually and publish objectives at least once every four years.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

These are often referred to as the three aims of the general equality duty.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- 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.

Aim 1: Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010

Objective	Actions	Success Criteria	Lead Person	Monitoring and Evaluation
<p>Keep Children safe from bullying behaviour, including homophobia racism or sexism</p>	<ul style="list-style-type: none"> • Use effective system for recording incidences of discriminatory behaviours. • Analyse behaviour log sheets for children that require support at SLT meetings weekly • Work around Equality laws with staff as part of Equality Task Force work and INSET • Improve everyone's understanding of the implications of bullying through staff training and anti-bullying week 	<ul style="list-style-type: none"> • No recorded incidents of specific name calling 	<p>VC, CA JM, PA & FGB</p>	<p>M -Weekly logs of behaviour incidents</p> <p>E- Where do children call each other names?</p> <p>Why are they calling each other names?</p> <p>What additional strategies can be employed to reduce incidents?</p>

<p>To display and improve awareness of different families, including same sex parents, single parents and adoptive parents</p>	<ul style="list-style-type: none"> • Ensure art work around school reflects this • Ensure story books and core texts reflect the range of different families • Use different family structures in assemblies 	<ul style="list-style-type: none"> • When asked, children can discuss different types of families • Children from same sex families share their family stories readily with peers in same way as others without fear of reproach 	<p>VC, CA, JM , PA & FGB</p>	<p>M- Pupil voice and equality rep learning walks as well as Equality Task Force meetings</p> <p>E- What types of families do children talk about? Are children comfortable talking about their family?</p>
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Aim 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Objective	Actions	Success Criteria	Lead Person	Monitoring and Evaluation
<p>Improve attendance of disadvantaged children</p>	<ul style="list-style-type: none"> • Use attendance officer and EWO to analyse data with HT and DHT weekly • SLT work with families closely to increase attendance, focus on specific barriers for each family • Class rewards and rewards for improvements in attendance 	<ul style="list-style-type: none"> • Improved attendance of disadvantaged children 96% across the year • Reduction of persistent absence amongst disadvantaged children 	<p>VC, CA, JM , PA, MS FGB</p>	<p>M –weekly attendance monitoring, including of individuals, termly governor reports</p> <p>E- Analyse improvements- particular year groups, ethnic groups, consider barriers to good attendance</p>

Aim 3: Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

Objective	Actions	Success Criteria	Lead Person	Monitoring and Evaluation
<p>Embed the use of texts which explore global issues in George Tomlinson Curriculum</p>	<ul style="list-style-type: none"> • Assign texts to topics and purchase texts • Provide training on using quality texts in English teaching • Review and evaluate texts each term • Research other texts which support this ethos • Develop curriculum to ensure it is inclusive – review it with The Black Curriculum team and make improvement plans part of SDP • Share texts and teaching in assemblies, monitor their implementation at planning stage and gather feedback from children about them 	<ul style="list-style-type: none"> • Children have clear understanding of global issues • A range of texts set in different cultures with different characters are used across the school 	<p>VC, CA,PA, DF & FGB</p>	<p>M –texts used</p> <p>E- Have children got a better understanding of global issues?</p> <p>Is this reflected in their work?</p> <p>M - Equality Task Force to evaluate this through pupil voice and SLT meetings to discuss</p>

<p>Successfully evaluate the whole curriculum with The Black Curriculum (TBC) team and make a strategic plan to incorporate their advice</p>	<ul style="list-style-type: none"> • Work alongside TBC to evaluate curriculum in 2021 • Equality Task Force meet with TBC alongside SLT and discuss what changes are required • Make strategic plan for these improvement linked to the SDP and costed accordingly 	<ul style="list-style-type: none"> • Children begin to develop a broader understanding of the world • Children cite references in their answers/work/feedback which links to broad curriculum taught • Fewer incidents of racism in school • Children from range of ethnicities represented in all areas of the school and take up all opportunities offered 	<p>M – SLT and middle leader monitoring cycle alongside Equality Task Force monitoring and meetings. Continued monitoring of ethnicities represented in opportunities across school</p>
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