



Equalities Policy

All Angels' Federation

Clover Hill V.A. Infant & Nursery School and St. Michael's V.A. Junior School

Formally adopted by the Governing Body of All Angels' Federation	
On:	April 2021
Chair of Governors:	Rosemary Games
Review:	April 2023

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.

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.

Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty”. This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

Two “specific duties”. This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6th 2012.
- Publish Equality objectives at least every 4 years, which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

- Appendix 1 is a checklist of key equality considerations.
- Appendix 2 shows the school’s Equality Objectives for 2020-22 in an Equality Action Plan.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the schools' brochures, schools' websites and newsletters. There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors.

The Equality Act also applies to schools in their role as employers. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. All staff are made aware of the Equality Policy and practices.

Our approach to Equality

All Angels' is an inclusive federation of schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, race, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We employ a restorative approach to conflict resolution.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training

opportunities.

- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration that needs attention and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

Behaviour, Exclusions and Attendance

The school policy on relationships and behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice and Prejudice-Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously and challenge using restorative approach (see Relationships and Behaviour Policy). We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. The schools, along with the governors, monitor for trends and take appropriate actions to address these.

Racist incidents are also reported to Norfolk County Council. In addition to this, upon a second instance of racism, committed by the same child, within an academic year, the school will report this to the Diversity Liaison Officer. The Diversity Liaison Officer will either personally visit the child at school, or send a representative on their behalf.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions home visits and other information gathering systems.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age- appropriate Literacy and Numeracy skills.
- We are working towards the RACE (Race and Conscious Equality) Charter Mark. The Evaluative Framework of the RACE Charter, supports our action-planning process, whilst developing best practice. Through this we are championing race equality and prioritising an inclusive culture where staff, children, parents and partners of all ethnicities are valued.

We collect and analyse data:

- on the school population by factors such as: gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of race, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example: - disabled and non-disabled people - people of different ethnic, cultural and religious backgrounds - girls and boys.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have also implemented an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, e.g. RE days.

Other ways we address equality issues

- We keep minutes of meetings where equality issues are discussed, eg, Governors Meetings.

- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- secure and analyse responses from staff surveys and review feedback and responses from the children and groups of children, from the School Council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- analyse issues raised in Annual Reviews or reviews of progress
- ensure that we secure responses and feedback at Governing Body meetings.

Publishing Equality Objectives (see Equality Action Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce an Equality Action Plan that shows how we will achieve our objectives.

Monitoring and Reviewing Objectives

We will review and update our equality objectives every two years and review annually the progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers. Governors are involved in monitoring our equality objectives.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, and exclusions.

Head Teacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.
- support different groups of pupils in their class through interventions, adjustments, differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the Policy

This Equality Policy along with the Equality Objectives and data is available:

- on the school website
- as paper copies in the school office
- on the Federations' internal 'Office 365' network

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

APPENDIX 1

Check list for School Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy and understand that this applies to visitors too and have the right to report any concerns to the headteacher.

- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the School Council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is increasingly as accessible as possible to pupils, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in accessible parts of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled and from diverse backgrounds.

APPENDIX 2

Equalities Action Plan Sept 2020 – Sept 2022

Aspect of the Duty	Action	Action by	Monitored by	By term
Monitor achievement and standards based on gender, ethnicity, disability, sexuality take action where necessary in order to secure good progress for all learners. Termly data sheet produced, which Governors monitor.	<ul style="list-style-type: none"> • Use cohort analysis to identify issues. • Develop strategies for tackling issues. • Where necessary prioritise in SIDP & performance management. 	Whole School Head Teacher	FGB (Full Governing Body)	Annually
Monitor access to curriculum with regards to for example, gender/ SEND/ethnic minorities	<ul style="list-style-type: none"> • Look at data and identify anomalies between groups None identified – continue to monitor. • Develop strategies for tackling issues, if necessary. • Implement strategies. 	Whole School Head Teacher	FGB	Annually
Monitor attendance between groups, taking action where there are gaps between groups.	<ul style="list-style-type: none"> • Look at attendance data, particularly for those pupils with SEND and identify any anomalies between groups. Address these through our attendance strategy and work 	Deputy Heads and SENDCos.	Head Teacher	Termly

	with families to increase attendance.			
To develop our remote learning strategy through the COVID-19 pandemic, ensuring equal access for all.	<ul style="list-style-type: none"> Identify 'Remote Learning Champion' who will attend training (NOA funded), work to develop strategy and share good practice with staff. 	Remote Learning Champion	Head Teacher	Ongoing
To ensure that materials used in school promote equality and diversity	<ul style="list-style-type: none"> Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference. 	Staff members	Leadership Team	Ongoing
To initially further raise and then sustain staff awareness of the importance of ensuring equality of opportunity for all members of the school community.	<ul style="list-style-type: none"> Staff meetings to discuss duties and how staff practice/behaviour can support these. 	Deputy Head Teachers	Head Teacher	Ongoing
To demonstrate our commitment to improving race equality in all aspects of our work	<ul style="list-style-type: none"> Use the Evaluative Framework of the RACE Charter Mark to support effective sustainable practice. Evaluate current practice and implement action-planning process. Implement actions and sequence of CPD to develop best practice in line with the RAC Charter Mark. 	Headteacher and Sarah Clafin (SMJS DHT)	FGB	Ongoing