



VALLEY INVICTA
PRIMARY SCHOOL AT
LEYBOURNE CHASE

Equality Information and Objectives

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Equality Information and Objectives

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Statement of intent

Valley Invicta Primary School at East Borough recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age. This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- 1.2 This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
- 1.3 This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Complaints Procedures Policy
 - Equal Opportunities Policy
- 1.4 The Equality Act 2010 provides a modern, single legal framework with three broad duties:
 - Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations

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- 1.5 For the purpose of this policy, the Equality Act 2010 will be referred to as ‘the Act’.
- 1.6 The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.7 Protected characteristics, under the Act, are as follows:
- Age
 - Disability
 - Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership.
- 1.8 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions
 - In the way it provides education for pupils
 - In the way it provides pupils access to any benefit, facility or service.
- 1.9 The responsible body for the school is the Local School Board.
- 1.10 The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to ‘old pupils’ communications and activities.
- 1.11 The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and Aims

- 2.1 We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2 Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3 The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

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- 2.4 The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment, and encouraging participation by disabled people in public life.
- 2.5 The school will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity for all.
- 2.6 Transgender people are explicitly covered by PSED. For the purposes of this policy, the term ‘transgender’ refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 2.7 The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8 The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9 The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10 The school’s Admissions Policy will not discriminate against any protected characteristic in any way.
- 2.11 The school will:
- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the Trust.
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
 - Observe good equality practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
 - Reduce and remove inequalities and barriers that already exist.
 - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
 - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
 - Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

- 3.1 The Local School Board will:
- Ensure that the school complies with the appropriate equality legislation and regulations.

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- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Local School Board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2 The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the Local School Board.

3.3 Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4 Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher or equivalent member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3.5 The school will have an equality policy on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Equality objectives

4.1 The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established a number of objectives which can be found in Appendix 1.

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4.2 The school will update all published equality documentation annually and will publish its objectives at least every four years.

5. Collecting and using information

5.1 The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.2 The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion.
- Numbers of part-time and full-time staff.
- Pay and remuneration.
- Training.
- Return to work of women on maternity leave.
- Return to work of disabled employees following sick leave relating to their disabilities.
- Appraisals.
- Grievances (including about harassment).
- Disciplinary action (including for harassment).
- Dismissals and other reasons for leaving.

5.3 The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.

5.4 Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6. Publishing information

6.1 The school will publish information to demonstrate its compliance with the Act.

6.2 The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- Other persons affected by the school's policies and procedures

6.3 The school will not provide this information if:

- The employee is employed under contract personally to do work
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data
- The difference between the median bonus pay paid to male and female employees
- The proportions of male and female relevant employees who were paid bonus pay
- The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands.

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7. Promoting equality

7.1 In order to meet our objectives, the school has identified the following priorities:

- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will consider how best to deliver written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

7.2 The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3 Equality objectives will be published at least every four years commencing on the date of the last publication.

7.4 Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.5 Annual safeguarding training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

8.1 The school is opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

8.2 The school will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.3 If incidents continue to occur, the school will address them immediately and report them to the Local Authority.

9. Appeal process

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9.1 Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

9.2 The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

10. Curriculum

10.1 All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2 When planning the curriculum, the school will take every opportunity to promote and advance equality.

10.3 When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4 The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

10.5 The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

11.1 The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

11.2 The policy will be monitored and evaluated by the headteacher and Local School Board in the following ways:

- Individual attainment data (where necessary)
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying.

11.3 Any changes made to this policy will be communicated to all members of staff.



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Equality Objectives Statement

Appendix 1

Equality objective 1: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Reason for objective:
To ensure that our school community understands that we live in a diverse country that recognises, celebrates and tolerates different views, faiths and cultures.
Strategies for successful achievement of this objective:
Deliver specific programmes through our RRSA and PSHE provision and provide support for staff to ensure that they have the necessary resources to implement this provision. Use Assembly times to reference spiritual, moral, social and cultural themes and provide time for pupils to reflect on these.
Current Progress:
We have achieved the Gold RRSA award. We have trained staff in ways to build an understanding of children's rights and how to celebrate diversity in their planning. Key staff have visited Gold RRSA schools to share best practice and ideas have fed into our action planning. Assembly themes include the school values as well as religious festivals and topical global news items, and where there is the opportunity for children to reflect. Our Learning Environment policy statement and checklists support the whole community to reflect the achievement of this objective. The school has rewritten its RSE policy and curriculum based on statutory requirements and our RRSA agenda and themes.



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Equality objective 2: To ensure that there all staff within the school feel that they are valued, their achievements are recognised and that there are opportunities for professional development. In addition that the school continues to address the issues around work life balance and unnecessary paperwork.

Reason for objective:
To ensure that all members of staff at the school feel valued and believe that their opinions are listened to. This will mean that the school is able to retain its staff and continue to strive for further school improvements.
Strategies for successful achievement of this objective:
Staff survey completed; 1 to 1 meetings with all staff members and the Headteacher; Opportunities for effective Professional Development have taken place.
Current Progress:
There have been no resignations from teachers this academic year. Staff in the majority reported favourably in the Wellbeing surveys.



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Equality objective 3: To ensure that the curriculum on offer at Leybourne Chase is one that is rich in real life learning experiences and based around the acquisition of knowledge.

Reason for objective:
To ensure that the learners at Leybourne Chase are provided with a curriculum that is rich in real life experiences and one that enables them to build upon there learning and in doing so gain knowledge that will remain with them for life.
Strategies for successful achievement of this objective:
Training Days attended- whole school inset and smaller groups. Ofsted Framework read. Staff Meetings dedicated to curriculum development.
Current Progress:
The team have decided upon the overarching themes for each topic. High quality texts have been assigned and a brief overview for term designed. We still want to ensure long-term impact of the newly designed curriculum and ensure pupil engagement.



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Equality objective 4: To ensure that all pupils, particularly those with SEND make accelerated progress from their starting points.

Reason for objective:
To ensure that all pupils are given appropriate learning tasks, this will mean that all learners are given opportunities to maximise their learning and make accelerated progress from varied starting points.
Strategies for successful achievement of this objective:
Pupil Progress Meetings; Specific and targeted interventions and provision maps created; Accelerated Reader purchased; Tracking used as a gap analysis; Maths Whizz; Use of PixL as an assessment tool.
Current Progress:
All children are making progress from their starting points. Interventions and SEND are better organised with designated teaching assistants. Accelerated Reader is embedded across the school. School is trialling Maths Whizz as a tool for ensuring Maths progress and attainment. PixL's assessment system is embedded and it is being used as a transition package and tool for planning the recovery curriculum.