

How we meet the requirements of the Equalities Act 2010 at Sefton Park Infant and Junior Schools

Introduction

Sefton Park Infant and Junior Schools offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matter. The principles of this policy also apply to other members of our school community, including staff, governors, parents and carers.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to meeting the legal duty set out in the Equality Act 2010.

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.

The Equality Act 2010

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It replaces previous legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Single Equality Scheme was set out in the Equality Act 2010. From April 2011, all schools are required to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex and/or Gender*
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity

Age, marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

** Sex refers to the biological and physiological characteristics that define men and women/boys and girls. Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women/boys and girls, or personal identification of one's own gender. In some circumstances, an individual's assigned sex and gender do not align, and the person may be transgender.*

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:-

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

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES (Department for Education and Skills) guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities

- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

This document 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.

What we are doing to eliminate discrimination, harassment and victimisation:

- We always consider 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 ensure we adhere to 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 follow 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 procedures. Whenever we make significant decisions about the day to day life of the school (e.g. Management of Change) we make a record of each specific equality consideration 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, Suspensions, Exclusions & Attendance:

The school Policy on 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 suspensions, exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice & 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.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

We treat all bullying incidents equally seriously. There is guidance in the Anti-Harassment Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

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 and home visits.
- 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 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 ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We analyse standards reached by different groups at the end of each key stage:

Pupil Premium

Ethnicity

EAL (English as an Additional Language)

All SEN (Special Educational Needs)

Looked after Children/Previously Looked after Children

- We collect, analyse and use data in relation to attendance, suspension 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 promotes 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 PSHRE (Personal, Social, Health and Relationships Education) 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.

The school's full Equality Policy and Objectives, which are updated every 4 years can be found [here](#).

[Equalities Objectives - Sefton Park Infant and Junior Schools](#)

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