



Equalities Policy & Objectives

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Sylvan Infant School and Branksome Heath Junior School

Status & Review Cycle: yearly

Last Review Date: 29th October 2018

Review Group/Reviewer: Suzy Hayward

Signed.....

Policy Statement

The Livingstone Road Federation is an inclusive Federation where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

This document outlines the Federation's duties and the options available to staff and students with disabilities in seeking support or adjustments to their working and studying environment. The Federation is committed to working towards an understanding of the Social Model of disability; this includes addressing the barriers to inclusion (structural, cultural, organisational and attitudinal) which adversely impact upon disabled people, affecting the ability to meet their needs, rights and requirements.

Appendix 1 is a checklist of key equality considerations.

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

- **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, 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.
- **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, 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.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our Federation to feel a sense of belonging within the schools and wider community and to feel that they are respected and able to participate fully in school life.

- **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.
- **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
- **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.

The Legal Framework

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, 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 by April 6th 2012.

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

The Disability Equality Legislation outlines a number of required duties. The Equality Act 2010 incorporated all nine separate pieces of equality legislation including the Disability Discrimination Act 1995. The Equality Act 2010 places a general duty on all Education establishments to promote disability equality. Under these duties the Federation is required to:

- eliminate unlawful discrimination
- eliminate harassment of disabled people
- promote equality of opportunities between disabled people and other people
- involve disabled people in the formulation of actions
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people’s needs, even if this requires more favourable treatment
- identify and analyse potential discriminatory policies, practices and procedures in all aspects of the Federation’s activities.

The Federation supports an anticipatory approach which requires pro-active consideration of disabled access to services and facilities to ensure adjustments are made in advance of individual disabled people attempting to work within or access education in the Federation.

Definition of Disability

The Equality Act 2010 uses a wide definition of disability which includes those with physical or mobility impairments, visual impairments, hearing impairments, dyslexia, dyspraxia, dyscalculia, AD(H)D, medical conditions, mental health difficulties, autistic spectrum conditions, Chronic Fatigue Syndrome, M.E. and 'unseen disabilities' (e.g. asthma, epilepsy, heart conditions, diabetes). The formal definition included in the Act is: "A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities"

The definition of "day to day activities" includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The Act defines "substantial" as being more than trivial and "long-term" as being more than twelve months or likely to last twelve months. An impairment which would substantially affect a person, but which is controlled by medical treatment or prosthesis, is still covered by the definition of disability. The definition includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

Discrimination and harassment is not limited to those people who are themselves disabled but also applies to those associated with disability i.e. a carer for a disabled child.

Responsibilities

The Federation is responsible for the wellbeing of current disabled staff and students. These responsibilities are delegated to Executive Head and School Leaders and appropriate representatives on the staff and student side to ensure support for both disabled students and staff.

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 each schools prospectus, school website and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors.

Reasonable Adjustments

The Federation is required to make reasonable adjustments when a disabled student or member of staff may be placed at a substantial disadvantage. Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:

- teaching, including classes, lectures, practical sessions
- examinations and assessments
- field trips and outings

Adjustments may include specific examination arrangements, provision of additional support for learning, adjustments to assessment practices, and specific access issues. Similarly there is an obligation to make reasonable adjustments for disabled employees or potential employees to ensure that they are not disadvantaged. Adjustments may include:

- reallocation of duties
- altering working hours
- changing work location
- modifying equipment e.g. providing an adapted keyboard or telephone
- consideration of other roles

Consideration should also be made for those employees associated with persons with a disability.

The Federation encourages staff and students to declare any disability either at application, appointment/ starting school or during employment/study in order that the Federation can understand what the potential requirements and needs of staff and students with disabilities may be and in order to fulfil the anticipatory duty. Unless the Federation is aware of a disability it is difficult to consider what support or adjustments may be required.

The Federation recognises the importance of self-declaration but also accepts that some disabled employees are reluctant to state that they are disabled. For this reason the Federation has adopted a choice for newly recruited staff of two levels of disclosure: to HR who will keep a record and use it for monitoring purposes and to your line manager – staff may give HR permission to let their line manager know they have disclosed a disability. This will assist in planning and appropriate resources being available.

Confidentiality

All information given to the Federation by disabled staff and students will be treated with respect and confidence and in accordance with Data Protection legislation. A disabled student or member of staff may volunteer a disability and ask that the information is kept confidential. The responsibility of the staff member informed is to ensure that the disabled person is aware that this is likely to have an effect on any reasonable adjustments which may be required and to document this.

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 Executive Head of Federation 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 each school. 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, Exclusions & Attendance

The Federation's Policy on Behaviour (Ready to Learn Policy) takes full account of the 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 & Prejudice Based Bullying

The Federation 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.

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 each school and how we dealt with them.

Equality of Opportunities for Different Groups

- We know the needs of each school's 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.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support improvement across the Federation. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate Literacy and Numeracy skills.

Data is collected/monitored:

- on the Federation 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 publish an analysis of standards reached by different groups at the end of each key stage:

Pupil Premium
Ethnicity
Free School Meals
EAL
All SEN
Looked after Children

- 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.

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 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.

Other ways we address equality issues

- We keep minutes of meetings where equality issues are discussed, e.g., Governors Meetings.
- We have a rolling programme for reviewing all of our Federation 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 Federation community we:

- secure and analyse responses from staff surveys, staff meetings and training events.
- 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 (Pupil Attitude Survey).
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans.
- ensure that we secure responses and feedback at Governing Body meetings.

Publishing, Monitoring and Reviewing Equality Objectives

The objectives which we identify represent our Federation'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. This is part of our School Development Plan.

We will review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the Federation 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 each school complies with legislation and that this policy and its related procedures and action plans are implemented. A committee member of the governing body has a watching brief regarding the implementation of this policy.

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, exclusions.

Governors review the Equality Policy every four years or when there are significant changes to legislation.

Executive Head of Federation

The Executive Head of Federation 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 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 Federation, 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.

Staff Recruitment

The Federation is committed to ensuring that throughout our recruitment and selection processes no applicant is disadvantaged or discriminated against because of the protected characteristics of age, disability, gender, gender re-assignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief and sexual orientation.

Recruitment will be solely on the basis of the applicant's abilities and individual merit as measured against the criteria for the job. Qualifications, knowledge, experience and skills will be assessed at the level that is relevant to the job.

If an applicant makes the school aware, at any stage of the recruitment process, that they have a disability then reasonable adjustments will be considered to ensure the applicant is not disadvantaged by the process.

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 from each school office
- as a summary in the information for parents document

We ensure that the whole Federation community knows about the policy, objectives and data through each schools newsletter, assemblies, staff meetings and other communications.

Impact Assessment

The Trust recognises its responsibility to ensure that no-one is discriminated against or disadvantaged, through membership of any particular group, or on the grounds of age, disability, gender, race, religion, or sexual orientation

The Disability Policy has been assessed as being of high relevance to our duties under the Equality Act 2010 and the Trust will review its impact on disability equality and diversity, identify any inequalities by annual monitoring, and will take action where necessary.

APPENDIX ONE

Check list for School Staff and Governors

- The Federation 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 another stakeholders.
- Each school publishes information to demonstrate purposeful action on the general duties.
- Each 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 Federation sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The Federation ensures that all staff understand and implement the key requirements of the Equality Policy.
- The Federation ensures that visitors to each school understand and follow the key requirements of the Equality Policy.
- 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 each School Council.
- Each 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 Federation 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 Federation 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.

APPENDIX TWO

Equalities Objectives

Public bodies are required to publish at least one equality objective. The objectives should meet the sentiment of the Equalities Act 2010 whilst being specific and measurable. As an inclusive federation, our schools' systems and processes are embedded in ensuring equality for all our children. However, we are not complacent and review our practice alongside the legal framework to ensure the best possible outcomes for all pupils.

Objective 1: To increase the extent to which all pupils including in particular those with protected characteristics make good or better progress.

(Both schools are working to narrow the gap in attainment of all groups of pupils)

Outcomes		Measured by :
Effective analysis of data and targeted interventions support children's achievement, so that they consistently achieve at least national Age-Related Expectations across and between groups, regardless of any protected characteristics		<ul style="list-style-type: none"> • Data analysis ½ termly • Discussions with staff , pupils and parents • Interventions provision • Lesson observations
Protected Characteristics	Activity	Progress Milestones
All	Half termly assessments of data for attainment and progress	<ul style="list-style-type: none"> • Assessments up to date and headlines of groups fed back to governors
All	Interventions informed by data and provision mapped half termly	<ul style="list-style-type: none"> • Interventions across the school are being reviewed throughout the rest of this academic year and will be updated each half term. This continues to happen in the meantime with current interventions
All	Observations of teaching and intervention groups by SLT focus on different characteristics and abilities	<ul style="list-style-type: none"> • Quality first teaching will be in place for all groups of pupils with support provided by Hamwic to SLT

**Objective 2: to reduce the incidence of prejudice related incidents in relation to the protected characteristics listed in the Equalities Act 2010.
(Racist & prejudice Incidents from pupils across both schools whilst rare have happened this academic year)**

Outcomes		Measured by :
The effective monitoring and management of racist and prejudice-related incidents and the promotion of positive attitudes ensures that children and members of the school community treat each other with respect and demonstrate that they value our diverse community.		<ul style="list-style-type: none"> • Racist Incident Log • Lesson observations • Values of School • Assemblies , themed days • Discussions with parents, pupils and staff.
Protected Characteristics	Activity	Progress Milestones
All	log incidents of unacceptable behaviour as they occur meet with parents of child	<ul style="list-style-type: none"> • Termly monitoring of incidents to governors via Executive Headteachers report. • Incidents reduced.
All	Assemblies themed to discuss equality and respect for others. Jigsaw Curriculum.	<ul style="list-style-type: none"> • Racist & Prejudicial behaviour against any of the characteristics is rare and dealt with effectively. • Provision is to be checked by the SLT to ensure statutory requirements are being met across the school.

**Objective 3: to take positive action to reduce barriers to learning for pupils new to the school, particularly new arrivals to the UK.
(As both schools have additional places available, new arrivals to the UK are allocated)**

Outcomes		Measured by :
Pupils and families are able to access the school and all that it offers easily. The schools recognise and respect differences in life experiences of their community & its diversity.		<ul style="list-style-type: none"> • Integris new starter data • Integration meeting notes • Pupil voice • Pupil and parent meetings • PSW records • Participation in school clubs
Protected Characteristics	Activity	Progress Milestones
All	1:1 meet and greet meeting with new family Transition to school programme determined	<ul style="list-style-type: none"> • Integris attendance data termly • TA reports from meet and greet meetings, termly • Lesson observations • Pupil /Parent Meetings • Transition programmes into and leaving school as well as year to year being reviewed

All	Bi lingual support timetable to support child and family if required	<ul style="list-style-type: none"> • Bilingual TA progress reports • Data for progress
All	PSW support/ intervention plans	<ul style="list-style-type: none"> • Termly PSW reports
All	Outside agency support targeted if required	<ul style="list-style-type: none"> • Agency reports to PSW • TAC/TAF meeting notes

Objective 4: to reduce the extent to which pupils, including those with protected characteristics, are excluded for challenging behaviour due to social misconceptions (As both schools have exclusions)

Outcomes		Measured by :
Positive attitudes and relationships, as part of all seven Equality Act principles, are fostered across both schools to reduce the risk of exclusion.		<ul style="list-style-type: none"> • Exclusion and attendance data • Intervention Plans • Behaviour management plans • Pupil and parent meetings • PSW records • Data for progress • Class observations
Protected Characteristics	Activity	Progress Milestones
All	Clear and consistent behaviour protocols that pupils , staff and parents adhere to	<ul style="list-style-type: none"> • Protocols shared at the beginning of the academic year and then as and when appropriate • Whole school Behaviour Policy and strategies are being reviewed Summer Term 2018 in order to establish a clear, consistent strategy throughout the school to be implemented September 2018
All	Early identification of high risk children have outside agency support	<ul style="list-style-type: none"> • Half termly behaviour monitoring pupils identified
All	BMPs in place PSW / intervention groups and reviewed half termly	<ul style="list-style-type: none"> • BMPs in place and shared with all stakeholders • To be reviewed and developed further throughout this school year
All	Parent /teacher meetings	<ul style="list-style-type: none"> • Termly meetings with parents

Objective 5: to increase the opportunity for ethnic / cultural diversity to be celebrated across the federation through the curriculum and events

Outcomes		Measured by :
A rich range of experiences for pupils and their families both in and around the schools promotes cultural development and understanding across the federation, building a hub of learning across the community.		<ul style="list-style-type: none"> • Number of events logged • Planning monitoring • Lesson and assembly observation • Log of visitors/events • Log visitors from the local community
Protected Characteristics	Activity	Progress Milestones
All	Assemblies to celebrate events	<ul style="list-style-type: none"> • Assemblies happen at least every half term
All	PSHE and RE curriculum	<ul style="list-style-type: none"> • PSHE and RE need developing to ensure good, consistent provision across the whole school. Currently being reviewed by subject lead
All	CSI/CC curriculum: cultural opportunities explored as part of annual review	<ul style="list-style-type: none"> • Annual review has happened summer term 18 but is to be developed further
All	Links with external providers/communities to provide experiences/taster days for families	<ul style="list-style-type: none"> • Invites/ research around providers • Events on the diary