



BJS Federation of Schools

Equality, Disability, Gender Policy

Policy Adopted by Executive Headteacher on: Autumn 2021

Policy Due for Review on: Autumn 2022

A handwritten signature in black ink, appearing to read 'A. Parker'.

Signed _____
Ms. A. Parker, Executive Headteacher

A handwritten signature in black ink, appearing to read 'F. Morris'.

Signed _____
Mrs F. Morris, Chair of Full Governing Board

1. Introduction

1.1 BJS Federation of School's 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.

1.2 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.

1.3 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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

2.1 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.

2.2 We recognize, 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.

2.3 We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

2.4 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.

2.5 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.

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

2.7 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.

3. Purpose of the policy

3.1 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 or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

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

3.3 The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

3.4 The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

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

4. Two “specific duties”

4.1 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

4.2 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.

4.3 Appendix 1 is a checklist of key equality considerations

4.4 Appendix 2 shows the school's Equality Objectives for 2012-2014 in an Equality Action Plan

5. Development of the policy

5.1 This policy was developed by the Senior Leadership Team. It is part of our commitment to promoting equalities and providing an inclusive school.

5.2 When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the **Ofsted inspection framework 2012**, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

5.3 Links to other policies and documentation

5.4 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 our school development plan, self-evaluation plan, the school prospectus, school web site and newsletters.

5.5 There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

5.6 The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

6. 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 Headteacher 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 actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions 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, gender reassignment.

7. Behaviour, Exclusions and Attendance

7.1 The Federation 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 exclusions and absence from the schools for evidence of over-representation of different groups and take action promptly to address concerns.

8. Addressing prejudice and prejudice based bullying

8.1 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, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum.
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

8.2 There is guidance in Federation policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

8.3 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 Federation and how we dealt with them. We review this data termly and take action to reduce incidents

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

- We know the needs of our Federation 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 meetings.
- We collect data and monitor progress and outcomes of different groups of pupils

and use this data to support Federation improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate literacy and number skills

10. We collect, analyse and publish data:

- on the schools population by 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.

11. We share an analysis of standards reached by different groups that are appropriate and relevant at the end of each key stage:

- White British FSM and non-FSM
- Bangladeshi
- Black African
- Congolese
- Somali
- Black Caribbean
- Free School Meals
- EAL
- All SEN
- SEN School Action and SEN statement
- SEN statements
- Looked after Children
- Known GRT
- Refugee

12. We also collect, analyse and use data in relation to attendance and exclusions of different groups.

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We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveler pupil joins our Federation.

- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- 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.

13. 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

13.1 We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

14. Positive Action

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

15. 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 citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the schools, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole Federation 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 empathies with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.
- We include Equalities matters in our Newsletters to parents and Carers

16. Other ways we address equality issues

16.1 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. The implications for equalities of new policies and practices are considered before they are introduced.

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

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and parent consultation meetings.
- 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 schools council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

17. Publishing Equality Objectives (see Equality Action Plan/ Federation Development Plan)

17.1 The objectives which we identify represent our Federation 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.

17.2 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 Equality data Analysis which inform our discussions about the Equality Objectives.

18. Our Equality Objectives for 2021-2022 are:

- All pupils to make at least expected progress across KS1-2 in English Writing, English Reading and Mathematics
- Achieve a year on year (over three years) reduction in the attainment gap in English and Mathematics at KS2 between pupils with a SEND statement and their peers.
- Achieve a year on year (over three years) reduction in the % of fixed term exclusions for pupils with protected characteristics.

18.1 Our Federation inclusion action plan shows how we will achieve our objectives. This is part of our Federation improvement plan.

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

19. Roles and Responsibilities

19.1 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.

20. Governing body

20.1 The governing body is responsible for ensuring that the Federation complies with legislation, and that this policy and its related procedures and action plans are implemented.

20.2 A member of the governing body has a watching brief regarding the implementation of this policy.

20.3 Every Governing board committee keeps aspects of the Federation's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the individual schools environment. Governors review the Equality Policy on a three year cycle and evaluate the success of the Federation's Equalities Work taking account of quantitative evidence (e.g. data and qualitative evidence (e.g. surveys)

21. Executive Headteacher and Leadership team

21.1 The Executive Headteacher 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.

21.2 The schools Assistant Headteacher for Inclusion, has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of how to meet these aims.

22. Teaching and Support Staff

22.1 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 curricula 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.

22.2 We will provide training and guidance on Equalities for all staff new to the Federation as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Staff will sign for:

- Their attendance at the training
- That they have read the policy
- That they have understood the policy.

23. Visitors

23.1 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. We will provide guidance and information on visitors passes and in the individual schools newsletters to enable them to do this.

Key contacts

Staff responsible for equalities: Frank Connelly (BPS), Amanda Burrows (JPS) and Cidalia Fraga (SPS)

Head governor: Ceris Fender-Reid

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 every three years 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
- In the staff handbook
- On display for visitors, including parents and carers
- As part of induction for new staff

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

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

APPENDIX ONE

Check list for school staff and governors

- 1.0 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.
- 2.0 This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the Federation provides.
- 3.0 The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, governors and pupils.
- 4.0 The Federation analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- 5.0 The Federation sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- 6.0 The Assistant Headteacher for Inclusion has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- 7.0 The Federation ensures that all staff understand and implement the key requirements of the Equality Policy.
- 8.0 The Federation ensures that visitors to the schools understand and follow the key requirements of the Equality Policy.
- 9.0 The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- 10.0 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.
- 11.0 The Federation 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.
- 12.0 Visual displays and multi-media resources reflect the diversity of the school community.
- 13.0 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.
- 14.0 The Federation takes part in annual events to raise awareness of issues around race, disability and gender.
- 15.0 The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.
- 16.0 Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as access and language barriers and access are considered.
- 17.0 The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- 18.0 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.