

# KINGS HEATH PRIMARY SCHOOL

## EQUALITY SCHEME

### 1. Vision and Aims

Kings Heath Primary School is a diverse and inclusive community of learners. We aspire for our children to be

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live a safe, healthy and fulfilling life
- Responsible citizens who make a positive contribution to society

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

### 2. 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](#).

### 3. Roles and responsibilities

The governors are responsible for:

- making sure the school complies with the relevant equality legislation;
- making sure the school Equality Scheme and its procedures are followed;
- meet the reporting requirements

The headteacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the school Equality Scheme is reviewed annually and published to all stakeholders;
- producing regular monitoring information for staff and governors around standards of achievement, attendance and behaviour for all groups of pupils in school;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
- Both governors and headteacher are responsible for regular monitoring and review of these policies as legally required.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;

- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Mark Court (Head Teacher) is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for knowing, and following, our Equality Scheme.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training.

In 2018-19 this training consisted of

- Achievement data relating to different groups within school
- Training on ACE and attachment disorder, including personalized behavior management strategies
- Mental Health awareness for staff
- Strategies for supporting children with SEND
- PHSE curriculum development

In 2019-20 the school training programme was significantly disrupted by the COVID pandemic. However, resources were made available to staff around this training consisted of

- Gender awareness training
- Curriculum development work
- Attachment Training
- Mental Health awareness for staff

In 2020-21 training was planned in the following areas

- Awareness of Mental Health issues in children
- Mental Health awareness for staff
- RHE curriculum
- Curriculum development work

In 2021-22 training has been planned in the following areas

- Diversity in the curriculum
- Attachment training
- PSHE curriculum
- Achievement data relating to different groups within school
- Mental health

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone in our school community to gain a positive self-image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- Monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do

This Equality Scheme will be included as part of the Induction Pack for all employees new to the school.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures and representing different family groupings.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

Some on-going examples of this consideration are:

- Planning school trips
- Policy review and development
- Curriculum review and development

## **8. Equality objectives 2021-22**

1. Our curriculum review will consider the needs of and ensure representation of the interests of pupils with particular characteristics
2. Our staff recruitment will seek to increase the representation from groups with particular characteristics in order to more fully represent our community
3. Our Governor recruitment will seek to increase the representation from groups with particular characteristics in order to more fully represent our community
4. Our staff management policies will include reasonable adjustments needed for people with particular characteristics

## **9. Monitoring arrangements**

The school will monitor the impact of this scheme on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment we will collect information about pupils performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Curriculum, teaching and learning (including language and cultural needs) and provision for pupils with special educational needs
- Reward and Sanction
- Parental involvement

Monitoring information will help us to

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

This policy will be reviewed annually by the Full Governing Body, or as required by changes in legislation.