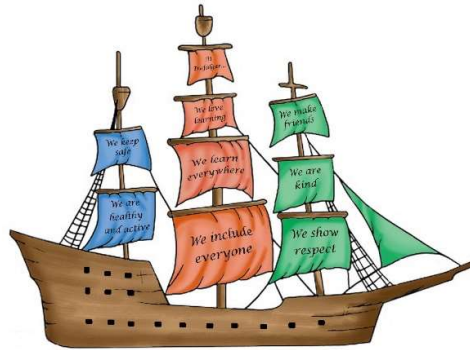


Trafalgar Community Infant School



POLICY STATEMENT ON EQUALITY & DIVERSITY IN EMPLOYMENT

REVIEWED: AUTUMN 2020

REVIEW: AUTUMN 2021

Equality Statement (review annually) and Objectives (review at least once every four years)

Please read alongside the school's Equality and Diversity Policy (on our website or from our school office)

The Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty').

The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Whilst there is now no requirement for schools to have these equality policies, schemes and/or action plans the Governing Body will ensure that there will be no discrimination, harassment or victimization of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act. These 'protected characteristics' are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The new equality duty has two parts: the 'general' duty and 'specific' duties.

The general duty

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact pupils and staff. Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity – between people who share a protected characteristic and people who do not share it
- Foster good relations – consulting and involving those affected by inequality, in the decisions our school takes to promote equality and eliminate discrimination (affected people could include pupils, parents/carers, staff and members of the local community).

The specific duties

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives (see below) at least every four years.

As a School we will publish information on:

- The diversity of the school population.
- How we are performing in relation to the three aims of the equality duty.
- We ensure that the content of the Equality and Diversity policy is known to all staff and governors, and also, as appropriate, to all pupils and parents/carers.

How will we achieve equality?

Our school makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we:

- plan ahead;
- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;
- monitor the effects of the adjustments and this policy;
- consider the effect of any proposed change upon all members of the school community and the available resources.

Our equality objectives below are based on our analysis of data and other relevant evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. Our School Improvement Plan and subsequent leadership action plans reflect these objectives. We regularly review the progress we are making to meet our equality objectives.

Equality Objective	Actions and when	Led by...	Impact/predicted impact
Admissions to our school will be fair and transparent, ensuring that no child is discriminated against.	The School will continue to follow the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as criteria for admission, augmented by creed and ability. This will be revised as the Local Authority change recommendations.	The Local Authority, and HTs	
Attendance of all children is in line with or above National.	<p>Attendance Officer monitors attendance daily, contacts parents/carers if unauthorised absence and no contact has been made, and reports patterns/persistent absence or concerns to HTs (daily)</p> <p>HTs work with families to ensure that all children have good attendance, and record concerns on CPOMs (case by case).</p> <p>Meet with/write to parents/carers of children with poor attendance, and liaise with WS Pupil Entitlement team if required. Early help referral made if required (case by case).</p> <p>Celebrate attendance in line or above National with attendance certificates at the end of each term (termly).</p> <p>Liaise with schools in Locality to share ideas of how to promote good attendance, if issues/concerns (Spring Term 2021).</p>	Attendance Officer and HTs.	<p>Predicted impact – all children have good attendance, in line with or above National.</p> <p>Impact - Whole school attendance September 2020 – November 20th 2020 96.36% (National 96.1%)</p>
All children understand that we are all different and special, and respect our differences.	<p>Staff and adults in school to promote understanding that we all have similarities and differences, and that we are all special (ongoing).</p> <p>Remind children of school vision and values at least half termly, in class and in assembly. Ensure that these are displayed in classrooms and around school grounds</p>	All staff and adults in school.	

	<p>(playground, hall) and that staff refer the children to these frequently (at least half termly).</p> <p>EYFS and KS1 Curriculum (e.g. PSHCE, RSE) and assembly focus on equality (termly). All pupils will have equal opportunity of access to the School's curriculum. Staff will be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum will be balanced, objective and sensitive, and will not highlight sexual and cultural diversity.</p> <p>RSE policy written taking into account our school and local community, and shared with staff and governors (approved by PPC committee). Consult with parents/carers Spring term 2021 and make adaptations if needed. All staff to be trained in delivering the RSE curriculum, and review impact of this annually (2020 2021), and policy to be included on the school website.</p> <p>Continue to promote and celebrate different faiths and celebrations in assembly (termly).</p> <p>Pupils' names should be accurately recorded and correctly pronounced on the school register etc... Pupils should be encouraged to accept and respect names from other cultures (ongoing).</p> <p>Our school views linguistic diversity positively, and all staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.</p>		
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	<p>We aim to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist. Variety will be evident in the morals, stories and information offered to children. Pupils will have access to accurate information about similarities and differences.</p>		
<p>All children make expected or better progress, feel safe in school and thrive.</p>	<p>Vulnerable children and their family to be identified by SLT and relevant support offered (e.g. Early Help, EAL support). (Ongoing, and checked in half termly Pupil Progress meetings and weekly staff/SLT meetings).</p> <p>Celebrating being bilingual resources to be checked and updated on website. If possible, hold workshop to enable networking (Spring or Summer 2021).</p> <p>Pupil Conferencing includes questions about feeling safe and learning, and is carried out with children from a range of year groups/classes. Actions from this then improves practice (termly).</p> <p>Governor (Pupil Progress and Curriculum, PPC) to gather pupil voice (face-to-face or virtual) with children from different classes/year groups (Spring and Summer terms 2021).</p> <p>We analyse trends of both progress and attainment data across significant groups of children (i.e. boys/girls/ FSM/ CLA/ EAL) in the school to identify and address any significant gaps between the groups (half termly, in Pupil</p>	<p>HTs and governors (PPC).</p> <p>SLT and Teachers.</p>	

	Progress meetings, and data reported to governors at least annually).		
Our school will be proactive in eliminating discrimination, and will take any allegations of discrimination seriously, acting swiftly, following the relevant policy if required (e.g. Equality and Diversity Policy, Complaints Policy).	<p>Any allegations will be investigated by the HTs, recorded on CPOMS and reported to the Local Authority and our Governors (in termly HT report). (Termly)</p> <p>Ensure that any racist and political symbols, badges and insignias on clothing and bags continue to be forbidden in school. Graffiti will be immediately removed (if/when occurs).</p>	HTs	
Recruitment of school staff will continue to be fair and transparent.	<p>Our school values diversity amongst our staff. In all staff appointments, the best candidate will be appointed, based on professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.</p> <p>In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service.</p>	HTs and governors	