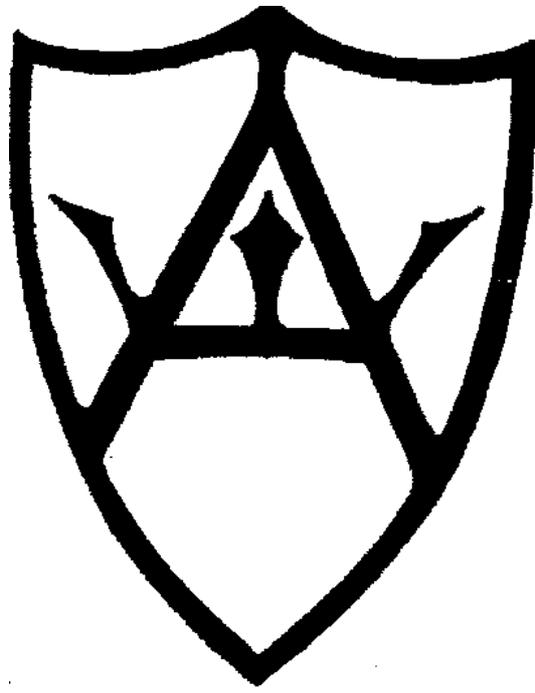


# Alfriston School



# Equality Information & Objectives

**Approved by:** Ivor Fabb (Equality Governor)

December 2017

**Last reviewed:** December 2017

In consultation with staff/volunteers, pupils,  
parents/carers and governors

**Next review due by:** December 2021

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## 1. Aims

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

### **Alfriston School - Equality Statement**

**Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.**

*Written by the children of Alfriston School - December 2017*

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

## 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 governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Equality Governor is Ivor Fabb. He will:

- Meet with the designated member of staff for equality, as often as required and at least every 6 months, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **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 refresher training every September.

The school has a designated member of staff for monitoring equality issues (the headteacher), and an equality link governor. They regularly liaise regarding any issues and make staff and governors aware of these as appropriate.

#### **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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school events/clubs)

In fulfilling this aspect of the duty, the school will:

- Analyse data to determine strengths and areas for improvement and implement actions in response
- Use a reactive approach in the analysing of data and reviews of incidents
- With a proactive approach, consider and anticipate concerns of pupils, parents, staff and school visitors, whom are or possibly fall within the defined characteristics
- Review in advance, topics and the school core subjects
- Ensure all policies meet and are endorsed as 'Equality Compliant'
- Look at all the school extra-curricular activities to ensure fairness and compliance

## 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. The link with the pupils at Veules Les Roses in France enable pupils to meet and exchange experiences with children from different backgrounds/cultures.
- 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 we use circle time sessions to explore issues and find solutions. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also warmly welcome and invite parents/carers and the local community to assemblies, presentations and events 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. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school uses an Equality Impact Assessment, if necessary, when there are concerns and questions following a risk assessment. This is to show that we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

**Objective 1:** To monitor the attendance rates of pupils with a protected characteristic so that they are not at a disadvantage.

Why we have chosen this objective: We want these children to have the opportunity to achieve the best possible progress.

To achieve this objective we plan to: Monitor the attendance rates of pupils on a termly basis.

Progress we are making towards this objective: We have revised our Attendance Policy, including a clear flowchart to deal with absences; we have made parents/carers fully aware of the need to

improve on this via specific letters and a data chart in our weekly newsletters; we have appointed an Attendance Governor to support and focus the work of the staff on improving this area.

**Objective 2:** Further improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity. To promote cultural development and understanding through a rich range of experiences both in and beyond the school.

Why we have chosen this objective: We live in an area which is predominantly 'white British' and we have very little diversity within our school community thus our pupils are not naturally exposed to others who are of different races, cultures or religious beliefs.

To achieve this objective we plan to: Invite visitors from other faiths to meet with the pupils to hold assemblies; seek out educational visits to a range of places of worship and more urban environments to experience multi-cultural life; ensure our curriculum gives opportunities for all our pupils to learn about and appreciate and value difference and diversity.

Progress we are making towards this objective: Links we have with Veules Les Roses School in France; seeking visits which give a diverse experience for the children; inviting people with varied characteristics to our school; purposely planning and teaching a curriculum which celebrates and diversity.

**Objective 3:** To support those parents/carers, with a protected characteristic, so that they have sufficient skills to support their children's learning.

Why we have chosen this objective: We believe that all children achieve and progress better when there is support and understanding from both school and home, and when they are working together. The more the parent/carer knows what to do to help their child, the more likely it is that the child will achieve.

To achieve this objective we plan to: Continue to provide workshops and forums and meetings with staff throughout the year. Publish information on the school website and provide hard copies for all to access.

Progress we are making towards this objective: Phonics/Spelling and maths workshops have already taken place and will be repeated. Transition meetings take place. We have an Open Door Policy and many opportunities for parents to visit the school.

**Objective 4:** To ensure after school activities appeal to all children.

Why we have chosen this objective: To give equal opportunities for all the children in the school and to increase participation for all

To achieve this objective we plan to: Through School Council identify clubs which appeal to pupils. Establish and run clubs which are inclusive to all. Seek out matches, tournaments and competitions in which all can participate.

Progress we are making towards this objective: An increase in pupil representation in school activities/clubs and in matches/tournaments/competitions. Improved participation in activities/clubs.

## 9. Monitoring arrangements

The Equality Governor/Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Equality Governor and the Headteacher at least every 4 years.

This document will be approved by the Equality Governor.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour & Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Preventing Extremism & Radicalisation Policy
- Supporting Pupils with Medical Conditions
- Online Safety (E-Safety) Policy
- Recruitment & Selection Policy
- Staff Behaviour Policy/Code of Conduct
- Teachers' Pay Policy
- SEND Policy
- Attendance Policy
- Health & Safety Policy
- Whistleblowing Policy
- Relationship & Sex Education Policy