



## **Equality, Race, Diversity, Community Cohesion Policy Statement Archibald First School**

Since the Equality Act became law in 2010, public bodies have been required by law to uphold a duty to promote disability, race and gender equality. In April 2011 this was replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Archibald First School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Archibald First School strives to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. When reviewing school policies and procedures, we are also committed to considering emerging equality issues

### **We endeavour to promote the equality duty as a school by:**

- Promoting Community Cohesion (under the Education and Inspections Act 2006).
- Eliminating discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).
- Helping pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have.
- Encouraging and support our pupils with their own commitment to promoting equality and that everyone has the right to 'respect' as an individual
- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are fit for purpose to the needs of different groups of pupils.
- Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to the narrow the gap between them, the remainder of the cohort and national attainment averages.
- Eliminating potential discrimination to balance the interests of our pupils ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the school site and during residential trips / educational visits.

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- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality. School has received recent Stonewall Champion training to commit to LGBT equality. (Lesbian, Gay, Bisexual, Transgender)
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Managing and supporting standards of good behaviour outlined in behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximise their full potential as learner, citizen and human being.
- Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community and wider community.
- Supporting national initiatives of promoting 'British Values' amongst our school community eg democracy, the rule of law and why we have them. This is linked to our school Good to be Green behaviour policy.

### **At Archibald First School the protected groups are:**

- Children with disabilities and specific health problems.
- Children with special educational needs.
- Children from different racial and ethnic backgrounds.
- Children with different religion or beliefs.
- Differences between boys and girls.
- Children who have free school meals.
- Looked after children.
- Roamers and travellers.
- Families from different socio-economic backgrounds.
- Any vulnerable groups (the term vulnerable groups is used to refer to all children who are at risk of underachieving).

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### Equality Objectives 2015-2016

Objective	Action	Impact - Outcomes
<p>To promote Spiritual ,Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity</p>	<p>To support children through :</p> <ul style="list-style-type: none"> <li>• Developing an understanding and awareness of the World around them eg different cultures, beliefs, religions through an enriched curriculum which includes; charity work, International School work; community initiatives</li> <li>• Whole school and class assemblies and collective worship</li> <li>• PSHE cross curricular links</li> <li>• Thirst for learning via curriculum enhancements</li> </ul>	<p>The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all.</p>
<p>To ensure a strong sense of tolerance and acceptance for differences in ethnicity, religion, sexuality, gender and ability.</p>	<p>In all aspects of school life, children will be encouraged to have empathy for pupils and be shown how they can support their peers in order that they can have equal opportunities.</p> <ul style="list-style-type: none"> <li>• Review of PSHE and RE curriculum</li> <li>• Monitoring of incidents of a discriminatory nature</li> <li>• When incidents of a discriminatory nature are reported, the incidents are recorded and the '<i>individual</i>' is appropriately spoken to, parents informed and where deemed appropriate reported to the LA via ARCH system.</li> </ul>	<p>This is enhanced by tolerant behaviours and curriculum access which is pertinent to the needs of the school population.</p> <p>Individuals understand the need for tolerance and acceptance and display this in their behaviours.</p>
<p>To analyse performance data to narrow the gap for identified groups</p>	<p>Termly analysis of data to identify and provide for any gaps</p>	<p>All children make progress from their starting points</p>
<p>To ensure that pupils are punctual and attend school consistently.</p>	<p>Registers are checked regularly and, where there is concern the School Attendance Officer will be contacted and parents will be informed.</p>	<p>Attendance for key groups is increased</p>

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### Additional Information

- The school has 353 pupils including Nursery aged children
- The school has a mixed socio economic population. Children come from local authority rented accommodation, privately rented homes and privately owned homes.
- 78.8% of the school community are White British with 21.2 % coming from other Asian, mixed race, African background. 15% of children have English as a second language.
- School is in the 60<sup>th</sup> percentile for SDI (Social Deprivation Indicator), this is below the national average with 0.15% of pupils living in the 10% most deprived wards in England. School has an IDACI score of 0.15% compared to 0.24% nationally
- Pupil mobility is above the National average for stability 94.2% compared with National average 85.9%. The proportion of pupils eligible for free school meals is 20.3% which is much lower than the national average of 26%
- Pupils who have SEN support are 3.4% which is well below the national average of 13%.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing & mathematics.
- Attendance overall is above National average at 97%, no vulnerable groups have attendance below 95%.
- The school's Internal Assessment tracking system is used to identify those pupils who are not making the required progress.
- The school's performance indicators show that for 2014-2015 there is no significant difference between the attainment of boys and girls in the Statutory Attainment Tests.

### Monitoring and Evaluation

This policy was reviewed and agreed by the Governing Body. The policy will be reviewed every 2 years by the Full Governing Body.

**Approved: Autumn 2016**

**Next Review: Autumn 2019**

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## ARCHIBALD FIRST SCHOOL

### The Disability Equality Duty and the Governing Body

Questions the governing body will ask itself annually as the 'responsible body' for the school:

<b>Duties to disabled pupils, staff and parents</b>	<b>Yes</b>	<b>No</b>	<b>Evidence</b>
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> <li>• disabled pupils?</li> <li>• disabled staff?</li> <li>• disabled parents, carers, governors, other disabled people who use the school or may want to?</li> </ul>			
<b>Disability equality duty: General duty</b>			
Does the GB have regard to the need to: <ul style="list-style-type: none"> <li>• promote equality of opportunity for disabled people?</li> <li>• eliminate disability discrimination?</li> <li>• eliminate disability-related harassment?</li> <li>• promote positive attitudes towards disabled people?</li> <li>• encourage participation by disabled people in public life?</li> <li>• take steps to meet disabled people's needs, even if this requires more favourable treatment?</li> </ul>			
<b>Disability equality duty: Specific duty</b>			
Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?			
Does the school's scheme show : <ul style="list-style-type: none"> <li>• how disabled people have been involved?</li> <li>• how information is gathered on the effect of the school's policies on:               <ul style="list-style-type: none"> <li>- recruitment, retention of disabled staff?</li> <li>- opportunities for, achievements of disabled pupils?</li> </ul> </li> <li>• how the school assesses the impact of its policies, current or proposed, on disability equality?</li> <li>• the steps it is going to take to meet the general duty (the school's action plan)?</li> <li>• how information will be used to support the review of the action plan and to inform subsequent schemes?</li> </ul>			
Did the school implement the actions in its scheme within three years?			
Does the GB: <ul style="list-style-type: none"> <li>• report on its scheme annually?</li> <li>• review and revise its scheme every three years?</li> </ul>			

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### Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview
- reader at work, for a blind or visually impaired person
- special equipment (or alterations to existing equipment) to suit
- particular work needs arising from a disability; and help with the additional costs of travel to work for people who are unable to use public transport

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you
- looking on the Jobcentre Plus website: [www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)

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### Archibald First School Disability Equality Scheme



### Glossary of Legislation

**Race** – The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations.

**Disability** – The Disability Discrimination Act (1995 and 2006) place a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably. We have drawn up and will maintain an active Disability Equality Scheme, including an action plan to meet these requirements.

**Gender** – The Sex Discrimination Act (1975) and the Equality Act (2006) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women.

**Sexual Orientation** – All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2006), extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities.

**Religion and Belief** – The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations (2003). The Equality Act (2006), extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith.

**Age** – The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act (2006) and Age Discrimination Regulations. The provisions apply to all age groups.

**Community Cohesion** – The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood.

The guidance from the Department for Children Schools and Families on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three areas:

**Teaching, Learning and Curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

**Equality and Excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

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**Engagement and Extended Services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

**Adopted from LA March 2012**