



# **BALFOUR JUNIOR ACADEMY**

## **EQUALITY POLICY**

December 2018

### **CONTENTS**

1. Vision and Values
2. School context
3. Legal Background
4. Roles and Responsibilities
5. Stakeholder Consultation
6. Impact Assessment
7. Our School's Equality Priorities
8. Action Plan

## 1. Vision and Values

*BALFOUR JUNIOR Academy – Setting the children on the path to achieving their dreams*

Balfour Junior School's vision is:

We will build a community in Medway where children are more than just educated and where all feel safe and supported. They will be empowered to change their own lives and the lives of those around them. They will be able to stand up and become pillars of the community making a positive difference.

We will be good role models who inspire through love of learning and be motivated to make a positive impact on each other's lives. Together we will continually strive to remove the barriers to success and fear of failure.

We will provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school will take pride in leading the children in Medway on their journey – both educationally and for life: enabling them to drive their own futures to greater success and shape our diverse community for the better.

## 2. School Context

The characteristics of our school

### A brief description of our school and its community setting

Characteristic	Total	Breakdown (%)
Number of pupils	477	51% Female, 49% Male
Number of staff	51	85% Female 15% Male
Number of governors	10	60% Female 40% Male
Religious character		None
Attainment on entry		Slightly above County/National
Mobility of school population		4%
Pupils eligible for FSM		6.82%
Pupils eligible for FSM and Ever6 FMS		18%
Disabled staff		1 member of staff

Disabled pupils (SEN/LDD)	16.98%
Disabled pupils (no SEN)	0
BME pupils	14.75%
BME staff	11.3%
Pupils who speak English as an additional language	6.63%
Average attendance rate	96%
Significant partnerships	Member of the FPTA Academies trust since January 2017, KMT, Greencare Sport Partnership, Medway Teaching Schools Alliance,
Awards, accreditations	Quality Mark, SSAT, Healthy Schools, Sainsbury's Gold award

### 3. Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### ***Our General Duty under the Equality Act 2010:***

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

#### ***The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)***

##### ***The specific duties require schools to:***

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

##### ***Protected Characteristics***

- The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:
  - age (for staff only)
  - disability

- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation and gender identity
- marriage and civil partnership (for staff only)

### ***Disability***

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.

Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Balfour Junior School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

### ***Community Cohesion***

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum and for children to have opportunity to learn about and make links with the local community.

## **4. Roles and Responsibilities**

### ***Chain of accountability***

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### ***Commitment to implementation***

Headteacher, Kim Parnell, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 3 months, managers and key staff will report to the Headteacher on actions and progress.

Every term there will be a report on equality and diversity to the Governors meeting.

All members of staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	SENCO
SEN/LDD (including bullying incidents)	SENCO
Accessibility	SENCO
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher
Equality and diversity in pupil achievement	Headteacher
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	Headteacher
Impact assessment	Headteacher
Engagement /Stakeholder consultation	SENCO
Policy review	Headteacher
Communication and publishing	Headteacher

### ***Commitment to review***

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

**The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.**

***Publish Information - specific duty to demonstrate compliance with the public sector equality duty***

At Balfour Junior Academy we will publish information annually.

***Where will equality information be published? Information must be accessible.***

At Balfour Junior Academy equality information will be available on the Policies page of the school website. We will publish:

- Evidence of staff training on the Equality Act 2010
- Evidence of work done in response to analysis of attainment data linked to performance of specific groups
- Links with other schools in the UK and abroad which enable pupils to exchange experiences with children from different backgrounds

***Commitment to action***

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies.
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.
- Highlight good practice and promote it throughout the school and wider community.
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of "returns" to the local authority

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers to account for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

#### Line Mangers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with "difficult" situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

#### All staff teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a constant response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

## **5. Stakeholder Consultation**

### ***Involving our learners, parents/carers and other stakeholders***

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan). When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach. Evidence of this engagement will be included in the published information showing how the duty has been addressed.

### ***Disability***

Disabled people will be involved through questionnaires and discussions about adjustments that we need to make in order to make the school more accessible to them and their children.

### ***Gender***

Our staff, pupils and their parents and other interested parties will be consulted and involved in on-going discussions to promote gender equality.

### ***Race***

Children from different ethnic groups will be consulted and involved in on-going discussions to promote race equality.

### ***Community cohesion***

We will maintain links with current contacts within the community (faith groups, community police, local secondary school and extended schools) and seek to establish links with a broader range of faith groups.

### ***Other***

We will strengthen and maintain close links with our Local Consortium of Schools in order to identify and cater for the needs of vulnerable children and their families.

## **6. Impact Assessment**

### ***Evaluating the impact in terms of the outcomes***

#### ***Impact assessment statement***

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. All assessment data is now broken down into vulnerable groups, e.g. SEN, EAL and Pupil Premium pupils. The SENCO and EAL teacher's timetable is adjusted according to need after each termly pupil progress meeting.

A full report of outcomes will be presented to the governors at their summer term meeting.

The Equality scheme will link into key school improvement initiatives which can be found in the school's Development Plan.

#### ***Equality Impact Assessment (EQIAs)***

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We undertake impact assessments in a relevant, proportionate and systematic way. They are incorporated into the school's planned review and revision of every policy and are also undertaken through other established criteria in screening process.



EQUA	Data Collected
Bullying and racist incidents	Headteacher reports termly incidents to Governors. (filed with Governors minutes)

This equality policy links other key policies such as admissions, disciplinary procedures, race and equal opportunities policy, as well as behaviour to ensure all staff, children, and parents have equal opportunity and are exempt from discrimination.

## 7. Our School's Equality Priorities

Key priorities for action

Equality Objectives	Protected Characteristic	Reason
1. Improve communication with different groups in our community	Disability	To increase our awareness of any accessibility issues across the school community and to assist in future disability planning.
2. Equality duty to be a regular agenda item at staff meetings including INSET days at the start of the academic year.	Disability Race Faith & Belief	Establish a pattern so that the Equality Scheme becomes embedded into daily practice.
3. Participation in extra-curricular activity	Children / age	Parents request for more clubs (especially homework), more children need to have opportunities at school they cannot get at home

Reviewed and updated by Headteacher K Parnell.

To be ratified by Governors

Date.....

Date of next review Dec 2019