

Equality Policy

Balfour Junior Academy



Approved by the Local Governing Body on

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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 | |
|---------------------------------------|--------------------------------|----------------|
| Number of pupils | 470 | |
| Number of staff | 50 | |
| Religious character | None | |
| Attainment on entry | Slightly above County/National | |
| Stability of school population | 90% | (National 86%) |
| Pupils eligible for FSM and Ever6 FSM | 23% | (National 23%) |

| | | |
|--|--|-----------------|
| SEND EHCP | 0.9% | (National 1.6%) |
| SEND support | 15% | (National 13%) |
| Minority ethnic groups | 43% | (National 34%) |
| Pupils who speak English as an additional language | 34% | (National 21%) |
| School deprivation indicator | 0.23 | (National 0.21) |
| Average attendance rate | 96% | (National 96%) |
| Significant partnerships | Member of the FPTA Academies trust since January 2017, KMT, Greencare Sport Partnership, Medway Teaching Schools Alliance, | |

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 and staff from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (staff only)
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

- sex
- sexual orientation

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 Academy 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.

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 policy

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the actions are delivered effectively.

There will be an annual report on equality and diversity to the Local Governing Board

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

| <u>Responsibility for</u> | <u>Key person</u> |
|--|--------------------------|
| 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 priorities will be aligned with the School Development Plan. Their implementation will be monitored within the school’s self-evaluation and other review processes.

The basic principle underlying the 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.

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 Managers 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 priorities, 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 priorities
- 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. 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.

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, sex and race at the time of review and issues arising will be carried forward into the equality priorities. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme breakdown 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 report will be presented to the governors annually.

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

7. Our School's Equality Priorities

Key priorities for action:

| Equality Objective | Desired outcome |
|---|---|
| 1. To minimise the effects of home-learning during the March-July 2020 lockdown | Address the impact of pupils' wellbeing and lost learning due to differences in the provision and experiences of different pupils during the partial school closure. Wellbeing will be considered to be good for all pupils, regardless of their lockdown experience, and they make good progress across a range of subjects |
| 2. To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity | Planned opportunities to teach and recognise the school's Values and Personal Attributes to ensure all pupils are able to develop the values, attitudes and attributes they need to be successful citizens on a local, national and global scale |
| 3. To review levels of parental engagement in learning and school life across all activities and opportunities to ensure equity and fairness in access and engagement | Any gaps in engagement from all groups in school life will have been identified and addressed. |