

## **Equality at Aston Hall Junior and Infant School 2020-2**

### **Statement of intent**

Aston Hall Junior and Infant School is a caring school that aims to provide a high quality education to all of its pupils within a secure and safe environment. We hope that the children will leave us with confidence, happy memories and really value their time at Aston Hall J&I School.

### **Our aims are**

- To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged
- To develop each child's potential as a unique individual
- To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined citizens
- To become active and independent learners
- To develop self-motivation and pride in their work

### **In addition Aston Hall Junior and Infant School will**

- Plan and deliver a broad, balanced and relevant curriculum to enable all our pupils to develop their social, intellectual and physical potential - our rich and exciting curriculum links very closely to the demands placed upon us via the 'Equalities Act'.
- Provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential
- Provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.
- Legal Duties
- Ensure that in making decisions, it will involve consulting and involving those affected by inequality, in the decisions the school takes to promote equality and eliminate discrimination (this includes parents, children, governors and wider agency and ancillary staff who work or are part of the school.)

### **The Equality and Diversity Policy of Aston Hall Junior and Infant School has been developed in line with the following legal framework**

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs (Information) Regulations 1999
- Education and Inspections Act 2006
- Equality Act 2010
- Specific Duties Regulations 2011

As a school we welcome our duties under the Equality Act 2010.

The general duties are to

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. We will not, of course, publish any information that can specifically identify any child
- Prepare and publish equality objectives

Our aim is carry out a number of activities, over time, and these will include:

- Regular themed assemblies e.g. celebrating diversity and global citizenship
- Displays e.g. Different Families Same Love, British values or a visit from the Lord Mayor and HM Lord Lieutenant
- Our whole school values of perseverance, independence, respect, achievement, tolerance and enjoyment
- The KS2 'Young Leaders Awards' (Archbishop of York project)
- Visits to the local coffee morning where children play board games etc. with elderly residents

- Half termly faith based assemblies (Christianity) with the Rev. Eccleston and also Open the Book assemblies

All adults in school 'model' exemplary behaviour in regards to how they speak and interact with each other, with children and families - this is a cornerstone of our code of conduct.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support if appropriate.

## Responsibility

We believe that promoting Equality is the whole school's responsibility. The School Community and the Local Governing Body will

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this Policy.

The LGB aims to involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

Aston Hall Junior and Infant School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities
- To promote equality and diversity
- To tackle prejudice and increase understanding of equality through direct teaching across the curriculum
- To narrow the gap between the attainment of boys and girls in writing at Exp and GDS at the end of Key Stage 1 (girls currently outperform boys)
- To narrow the gap between the attainment of boys and girls in reading (boys outperformed girls in 2017) and in maths (boys outperforming girls) at the end of Key Stage 2
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities
- To allow equal access to information for all parents
- To ensure the school environment is accessible as possible to all pupils, staff and visitors
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010

## EQUALITY POLICY EVALUATION

EVALUATION: 2019-20

STRENGTHS	WEAKNESSES	EVIDENCE	PRIORITIES FOR DEVELOPMENT
<ul style="list-style-type: none"> <li>• Very strong commitment from all stakeholders to ensure equality of access to the curriculum for all learners, including a Mental Health Champion and new work begun with Rotherham WMIM team.</li> <li>• Achievement for All Quality Mark to recognise the impact of the work we do to overcome barriers to learning and engage parents/carers etc.</li> <li>• Staff are trained to support children with specific medical needs, allergies, disabilities etc. For example, accessed moving and handling training to safely use electronic hoists/wheelchairs, Intimate Care training, EpiPen training delivered and policy reviewed etc.</li> <li>• New website and other apps (myED) allow for greater saturation of communication for stakeholders, including those not able to access other applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Information sharing and signposting for parents/carers crucial to ensure that all stakeholders are able to engage with school, feel included/informed and able to support school practice. This also needs to be reflected in adequately meeting the GDPR requirements around information training.</li> <li>• Much change in the LA at the moment and clarity of information for schools is vital e.g. signposting for support. (CAHMS, Early Help)</li> </ul>	<p>Accessibility Plan (also available on the website)</p> <p>Existing and revised policies</p> <p>Quality of existing practice</p> <p>Learning walks conducted by SLT and LGB</p> <p>Regular LC meetings of HTs and other senior staff – strong focus on additional needs and SEMH needs this year in LC meetings</p>	<p>Implement clear systems and policies to ensure that information is dealt with accordingly to GDPR and other guidance.</p>

## EQUALITY ACTION PLAN: 2020-21

	PRIORITY FOR DEVELOPMENT	ACTION	RESOURCE REQUIRED	MON. (BY WHOM)	SUCCESS CRITERIA
1	To continue to facilitate inclusive provision personalised to meet needs of learners in order to narrow gaps for disadvantaged groups.	<ul style="list-style-type: none"> <li>SEND leader to review gap analysis, update SEND Local Offer and School Improvement Report, and use graduated response doc to inform school of needs and diminish differences of most vulnerable learners</li> <li>Regular information shared with parents using newsletters, website updates, workshops, SEND reviews etc. to ensure all children achieve well in relation to their starting points</li> <li>SOD to continue to monitor and measure impact of PP spending and interventions on pupil progress and provide termly papers to brief school leaders/GB feedback etc.</li> <li>Complete Trust SEND audit to identify and further areas of development, such as work towards SEMH provision for any children who would benefit from this access.</li> </ul>	<p>Monthly meetings</p> <p>LGB updates</p> <p>Data for PP children and funds etc. and monitoring systems to evaluate</p> <p>AJ Audit SEMH provision</p>	<p>SO</p> <p>SLT</p> <p>LGB</p> <p>SOD/AJ</p>	<p>SEND leader to monitor gap analysis, update SEND Local Offer and School Improvement Report, and use graduated response doc to inform school of needs and diminish differences of most vulnerable learners.</p> <p>Quality of SEND provision and Care and Guidance judgement remains outstanding and staffing is appropriate for needs of all pupils. Progress of pupils in identified 'vulnerable' groups remains in-line or better than national markers</p> <p>Pupil Premium expenditure is clearly accounted for and impact clear.</p>
2	Ensure that the school's GDPR response is robust and reflects current best practice	<ul style="list-style-type: none"> <li>Revisit privacy policy and amend where needed. Integration of new systems through operations manager. From Spring 2021</li> <li>DPO contact for any enquiries and requests.</li> </ul>	<p>Policy</p> <p>Compliance officer</p>	<p>MR / WPT</p>	<p>Policy is up to date and clear.</p> <p>Compliance officer in place and audits completed.</p>