

# Equality Policy and Equality Objectives



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## EQUALITY POLICY

**The Nene Valley Partnership is committed to advancing equality and an appreciation of the value of diversity in all aspects of educational provision and as part of a safe and inclusive workplace.**

Our Trust 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 those who do not.

All Nene Valley Partnership schools are committed to helping children and students of every circumstance, background and characteristic, to achieve their true potential, and make the most of the opportunities offered by an excellent education.

We are also committed to ensuring that our pupils and students appreciate the rewards and responsibilities of positive citizenship, both locally and globally. We will provide opportunities to explore and appreciate diversity and equality in order that our children are able to uphold and promote fundamental values and be ready to take their place as positive members of British society.

### **Our Legal Duties**

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions and education. Employers (schools, the 'Trust') are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts.

Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The '**Protected Characteristics**' within equality law are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

### **‘Prohibited Conduct’ (acts that are unlawful):**

- Direct discrimination – Examples: Less favourable treatment because of a protected characteristic.
- Indirect discrimination – Examples: A provision, criterion or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment – Examples: Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender reassignment discrimination – Examples: Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision (such as sick leave).
- Pregnancy/maternity related discrimination – Examples: Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception – Examples: Discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

### **Public Sector Duties (applies to schools):**

As the Nene Valley Partnership (the ‘Trust’) and in each of our schools, we will, in the exercise of our functions, give due regard to the need to (in relation to protected characteristics above):

1. Seek to eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (removes or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

### **The Nene Valley Partnership and all Trust Schools will:**

- Take reasonable steps to avoid disadvantage caused by a provision, criterion or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature - for example steps and providing features such as ramps and/or lifts where necessary.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
  1. Increase disabled pupils' access to the school curriculum
  2. Improve the physical environment
  3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. In all Nene Valley Partnership Schools, we will plan ahead for the reasonable adjustments that we may need to make, working with the relevant admissions authority as appropriate.

For more information download guidance from the DfE:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

And Equality Human Rights website:

<http://www.equalityhumanrights.com>

which includes the guidance for education providers (schools).

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

### **Responsibilities:**

#### **Nene Valley Partnership Trust Board will:**

- Ensure that the Governing Boards of all Trust schools adopt this policy.
- Ensure that Governing Boards establish equality objectives as appropriate to their setting and monitor these as part of the regular evaluative cycle.

#### **Governing Boards will:**

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher / Head of School.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.
- Set and evaluate appropriate equality objectives as appropriate to the context of the school.

**Headteacher / Head of School:**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

**All staff:**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

**Students and Pupils:**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.
- Engage in educational activities which advance their knowledge and understanding of equality, diversity and inclusivity.

**Visitors (e.g. parent helpers, contractors):**

- To be aware of, and comply with, the school's equality duties.
- To refrain from engaging in direct or indirect discriminatory behaviour.

## Appendix 1

### Definitions:

**Equality:** This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

**Inclusive:** Making sure everyone can participate, whatever their background or circumstances.

**Diversity:** Recognising that we are all different. Diversity is an outcome of equality and inclusion.

**Cohesion:** People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

**Community:** From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.
- The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

**Gender Dysphoria:** Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with or feels themselves to be.

### Equality Policy

Our Equalities Policy is in line with national guidance and contains information about how the school/Trust complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

## Appendix 2

### Visions and Aims of the Nene Valley Partnership

#### Vision

Our schools will provide a happy, safe and stimulating learning environment, in which we strive to provide Excellence in Education in all aspects of provision. We aim to inspire and support every child, young person and adult, regardless of background or circumstance, to achieve their personal best. All children and young people at our schools are entitled to an appropriate education, one that meets their needs, promotes high standards and the fulfilment of potential.

We promise to:

- have high aspirations and expectations for all our pupils
- ensure that individuals achieve their personal best
- encourage independence, life skills, self-confidence and positive self esteem
- help our pupils to become confident individuals living fulfilling lives
- support our pupils to make a successful transition into adulthood, be this employment, further education or training
- develop a caring and inclusive community, which values truth, diversity and mutual respect
- establish effective communication with all parents/carers and other partners
- recognise, celebrate and record the achievements of all

### **Appendix 3: Equality Objectives for Individual Schools**

Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups of students.

Equality objectives are specific to each school within the Nene Valley Partnership.

#### **Reviewing Objectives:**

Schools will review and update their equality objectives every year and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, pupils, governors, parents and carers as appropriate throughout the year.

#### **Wollaston School – For 2022-2023 our Equality Objectives are:**

- To eliminate the use of discriminatory language. Introduction of a dedicated reporting and response channel to ensure all incidents are dealt with appropriately and are monitored by leaders and Governors. School Lead: Simon Anderson
- To increase our staff and students' understanding of the importance of diversity, inclusivity and mutual respect through pastoral programmes and CPD content. School Lead: Kieron Beeby and Anita Walker
- To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, looking carefully at trends over time and comparisons with other schools. School Lead: Shazia Lydon
- As part of the recovery from the pandemic, to ensure that all students are given the opportunity to make a positive contribution to the life of the school by delivering a broad and balanced curriculum and extra curricular programme that encompasses aspects beyond the classroom. School Leads: Kieron Beeby, Shazia Lydon and Victoria Ayers.
- To ensure a full adoption of the national SRE curriculum in order that all students and staff understand how to form and maintain healthy relationships, respond to imbalances of power and where to access help if required. School Lead: Anita Walker



**Bozeat Primary School – For 2022-2023 our Equality Objectives are:**

**Bozeat Equalities Objectives and Action Plan 2022/2023**

<b>Objective</b>	<b>Which protected group(s) will this most affect /influence</b>	<b>Actions</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>RAG review</b>
<p>By the end of the school year: To widen pupils' understanding and knowledge and promote healthy attitudes towards cultural diversity, different religions, ethnic and socio-economic groups locally, nationally and globally.</p> <p>Race, Religion, Vulnerable children</p>	<p>Race, Religion, Vulnerable Groups</p>	<p>No-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.</p> <p>Pupil awareness and understanding of different communities is increased through assemblies and cultural events.</p>	<p>School curriculum reflects that all learners have equal access to a rich, broad, balanced and relevant curriculum.</p> <p>To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.</p> <p>Pupil awareness and understanding of different communities is increased through assemblies and cultural events.</p>	<p>GR/CO</p> <p>JF, RP All staff</p>	
<p>By the end of the school year: To monitor and analyse pupil achievement by race, gender, disability and groups of vulnerable learners and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Race, Religion and belief, vulnerable groups disabled</p>	<p>Analyse data following each data drop looking for trends that highlight specific groups of children making less progress than expected.</p> <p>Provide specific intervention targeting children from these groups in order to ensure that any identified gaps close.</p>	<p>Academic data to show achievement gaps between groups are minimal.</p>	<p>GR/CO</p> <p>All teaching staff</p>	

Cogenhoe Primary School – For 2022-2023 our Equality Objectives are:

**Equality Objectives – September 2022**

<b>Equality Objective 1: To provide opportunities for all pupils to participate and benefit from extracurricular activities.</b>	
<b>Why?</b>	<b>How?</b>
<p>There is a widening gap between children from different ethnicities, social, financial and cultural backgrounds attending and benefiting from the high quality extra-curricular activities provided at Cogenhoe Primary.</p>	<p>Pupil Premium and vulnerable groups families receive a £100 voucher to spend over the year. They are signposted to clubs that will provide them enrichment experiences. Clubs are often tailored to meet the needs of individuals.</p> <p>Club attendance across the school day will be tracked and monitored to ensure all children have equal access. ELSA will sign post families to clubs and support within the community through TAFs and Strengthening the Family Support.</p> <p>Families needing urgent support will have a free place at After School Club and Well-being Booster Sessions.</p> <p>Enrichment Passports will be introduced across the school. Each child and their family will be encouraged through assemblies to challenge themselves. Teachers can easily identify which child and family needs sign posting.</p>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>Children from all social and cultural background are targeted to attend specific clubs to suit their individual needs.</li> </ul>	

<b>Equality Objective 2: To monitor and analyse pupil achievement by race, gender, disability, and groups of vulnerable learners inc Pupil Premium children and respond to trends and patterns</b>	
<b>Why?</b>	<b>How?</b>
<p>All staff need to be aware of the needs of individual groups of children across the school and adjust curriculum planning, resources, and enrichment opportunities.</p>	<p>Data Reports for all groups of children will be shared three times a year at the Welfare, Behaviour and SEN Governor Committee.</p> <p>Findings will be reported to Teachers and Tas during staff training sessions.</p> <p>Teachers analyse groups themselves and report finding at Pupil Progress meetings with SLT.</p> <p>Staff are trained and understand the importance of Cultural Capital and its impact on the children’s learning.</p>

Success Criteria	
<p>Data Reports demonstrate that the achievement gaps between different groups are broadly in line.</p> <p>No-one is disadvantaged because of their gender, colour, race, age, ethnic origin, disability or religious belief.</p> <p>The gap between Pupil Premium and Vulnerable children and non-Pupil Premium children is narrowed.</p>	<p>The curriculum is shaped to suit the needs of our current cohort. Leaders and teachers reflect on how all children have equal access to a rich, broad, balanced and relevant curriculum.</p>

<b>Equality Objective 3: By the end of the year, all children in Year 6 leave with a better understanding of communities, faiths and cultures that lie beyond their own immediate experience.</b>	
<b>Why?</b>	<b>How?</b>
<p>Children in upper Key Stage Two have a lack of understanding and respect towards visitors from different cultures, ethnicities, and faiths.</p> <p>Reported incidents of children using inappropriate language or a lack of respect towards each other has increased in upper KST 2 over the past three years.</p> <p>Only 13% of our children are of ethnic minority or EAL and our children lack the experience of diversity.</p>	<p>Whole school audit undertaken as part of our curriculum review to ensure a range of cultures and communities are studied.</p> <p>Assembly and class visitors from different faiths and cultures are planned across the year.</p> <p>Wellbeing Buddies and Play Leaders are trained. Pupil voice is analysed in the Behaviour Report for WBS Governor committee 3 times a year.</p> <p>Upper KST 2 behaviours and attitudes will continue to be an area of focus for NVP Appreciative Enquiry Days.</p> <p>The use of SCARF and Life Skills schemes and delivery of lessons, ensures that children not only understand the importance of safety, but also how to respect and value others.</p>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>• Pupil voice confirms that children feel happy and accepted in school.</li> <li>• Incidents of reported respectful behaviour is lowered in upper KST 2</li> <li>• Upper KST 2 learning walks confirm children demonstrate respect and appreciation of different cultures, ethnicity, and different faiths through high quality questioning.</li> <li>• School Council and Prefect Voice confirms we offer a curriculum that promotes equality, celebrates diversity and promotes cohesion.</li> </ul>	

**Equality Objective 4: To ensure that provision and teaching enables boys' writing through Early Years and Key Stage 1 to improve, so that a greater number of boys exit above the National Expectation.**

<b>Why?</b>	<b>How?</b>
<p>Data trends in Foundation Stage and Key Stage One demonstrate that girls outperform boys. This is a three-year trend.</p> <p>Narrow the gap between the higher achieving boys and girls in Literacy, as data shows that this is inconsistent.</p> <p>Learning Walks demonstrate that the proportion of reluctant writers' boys in KST2 have risen over 3 years.</p> <p>The T4W curriculum is shaped to engage boys reading and writing.</p>	<p>Employment of an Early Years Specialist (AST) to support learning and raise standards in provision to narrow the gap and improve attainment.</p> <p>Use of Northampton Early Years Rhythm and Rhyme Music Specialist sessions- focus engaging boys. (NMPAT)</p> <p>Book Audit KST 1 to ensure we have books that link to phonics as well as our boys' interest (gathered from Pupil Voice).</p>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>• Over a period of the next three years, boys' attainment in Literacy improves with a greater of proportion achieving higher outcomes.</li> <li>• Engagement and motivation of boys in Literacy is clear in lesson observations.</li> <li>• Outcomes show a continued improvement for boys in Books Looks and data.</li> </ul>	

Irchester Community Primary School – For 2022-2023 our Equality Objectives are:

ICPS Equalities Objectives and Action Plan 2022 / 23

Objective	Which protected group(s) will this most affect /influence	Actions	How will we know we have achieved the objective?	Lead and other key players	RAG review
<p>Pupils will have a better understanding of people and communities beyond their own immediate experiences.</p> <p>This links to one of our five whole school curriculum aims: To gain knowledge of the wider world.</p> <p>Also links to our school values and our behaviour policy of the 3 Rs: ready, respectful, responsible</p>	<p>Race, Religion and beliefs</p>	<p>Promotion of diversity and understanding of people and communities beyond pupils’ immediate experiences.</p> <ol style="list-style-type: none"> <li>1. Acceptance of new pupils from wider range of ethnic groups</li> <li>2. All subject leaders review planning against 5 curriculum aims including knowledge of wider world.</li> <li>3. Review RE learning pathways and assess pupil’s knowledge and understanding.</li> <li>4. Each year group has promotion of other faiths and cultures as a main focus in a curriculum unit and extra-curricular events e.g. Interfaith Day</li> <li>5. Whole school events to promote diversity and positive role models e.g. black female Northampton Town footballer to visit.</li> <li>6. Range of faith leaders for school assemblies and focus in assemblies on other cultures, religion and race</li> </ol>	<ul style="list-style-type: none"> <li>• Groups of pupils feel happy and accepted by school: survey results</li> <li>• Evidence of RE knowledge and understanding in pupils’ work / photos</li> <li>• Pupils’ increased knowledge of wider world taught across subjects.</li> <li>• Objective included in subject intentions and implementation seen in teaching.</li> <li>• Impact through displays, questionnaires and work</li> <li>• Assembly plans</li> </ul>	<p>JT &amp; MHST</p> <p>ZP – RE lead</p> <p>Subject leaders</p> <p>JLA</p>	