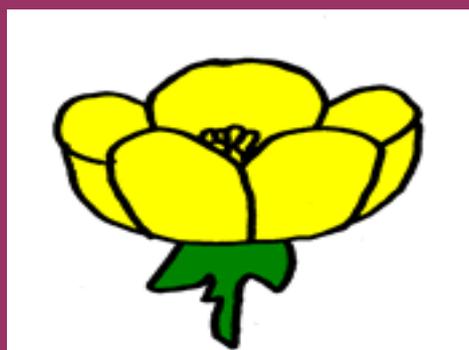


Equality Policy & Objectives

Goldfield Infants' and Nursery School



Date agreed: Autumn 2020

Date for review: Autumn 2021



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Legal Requirements

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics - disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools- such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives every four years;
- Publish information annually to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information includes:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

Introduction

Our Equality Objectives reflect all stakeholders and ownership of the Governors, senior leaders, all staff, the school community and learners.

This document helps us to focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our services are accessible and delivered effectively.

We want to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governing body meetings, the school strategic planning and our self-evaluation processes.

Our Vision and Aims for Equality and Diversity



Roots and Wings At Goldfield every child matters.

There are two gifts that we can give our children,
one is roots,
the other is wings...

Our aim is to provide a caring environment where each child is able:

- To feel happy and secure; growing in self-belief and respect for each other
- To develop a love of learning and reach their true potential
- To learn in a caring, safe and inspiring environment where the children are at the centre of the curriculum
- To participate in learning that is rich, creative and challenging, reflecting high expectations
- To become a valued member of a nurturing school committed to the wellbeing of its community

....ultimately to help our children develop as confident, resilient and considerate members of society - enabling them to 'fly'



Goldfield has a strong commitment to:

- Tackling discrimination on the grounds of race, disability, gender/gender identity, sexual orientation, religious belief and age
- Positively advancing equality.
- Creating good relationships in the school between all groups by race, gender/gender identity, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will make sure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school are from diverse groups. We believe that this provides good role models for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people: from all ethnic backgrounds and of all religions or beliefs; of all ages; of all genders and sexual orientations and of all abilities.

Our school context:

Our school context

- Our pupil population (Autumn 2020): The total number of children on role at Goldfield is 222
- Gender: 41% (90) girls, 59% (132) boys
- English as a Second Language (EAL): 5% of pupils have English as a second language.
- There are currently 20 children (9%) receiving additional support, including 3 children with Education Health Care Plan and 1 Plan currently in the process.
- 12 children (5%) of pupils receive Pupil Premium funding. This group consists of children who are receiving free school meals (FSM), Ever 6 pupils who have been FSM, pupils with parents in the services and children adopted from Local Authority Care.



Roles and responsibilities, commitment and accountability

We will monitor any potential equality issues closely and address by:

- Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objective.

Race

We recognise that Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment is damaging emotionally and physically and limiting to life choices and opportunities.

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from discrimination and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations;

Goldfield has a commitment to providing a rich diverse curriculum, along with activities and partnerships that support children from all ethnic groups; celebrating diversity as well as common experiences across our school community.

Our race equality objective is:

- To ensure curriculum planning and classroom resources reflect the rich diverse community we live in. Inspirational members of the BAME community will form the focus for lesson plans and activities. Action research and a cross-school audit will identify need.

Disability

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

Goldfield has worked hard to ensure accessibility to all areas of our school building. Through previous objectives we have evaluated the layout of furniture to ensure space for movement, along with specific equipment needed to support learners. The school has also reviewed provision for children with particular health needs such as diabetes and peanut allergies and has a large number of staff trained to administer Epi-pens and support with insulin and other medicines. We currently have a large number of children with individual care plans in place.

Our disability equality objective is:

- To administer the support set out within individual care plans ensuring whole school awareness of serious conditions and care and support for children and families.

Gender

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

On-going monitoring and assessment, post COVID-19 lockdown, along with in-depth data analysis ensures secure knowledge of attainment for all groups including gender differences. This year the attainment of girls and boys was relatively equal across subjects across Keys Stage 1 and the Foundation Stage EYFSP. The areas for focus this year is for girls in mathematics.

Our gender equality objective is:

To continue to monitor the attainment of all children following the lockdown. As no data is available from 2020 to consider end of Key Stage 1 data from 2019 below:

- To monitor attainment of girls in mathematics increasing the number attaining 'Greater Depth' level (end of Key Stage 1), girls 26% lower than boys this year at 30% Greater Depth (National 19%).
- To support the progress and attainment of boys in writing at the end of Key Stage 1, boys 21% lower at Greater Depth at the end of Key Stage 1 - girls 52% (19% nationally) summer 2019

Religion and Belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life

Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment. Goldfield has a trained Stonewall School Champion who provides training, monitors teaching and learning and ensures diversity within resources used in the classroom.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non-stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum

Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

The school monitors, observes and implements the principles of equal opportunities in employment referring to Hertfordshire County Council procedure and policy in the areas of:

- selection and recruitment
- selection for redundancy, restructuring, redeployment and retirement
- training and development
- performance appraisal
- pay Policy
- grievance
- disciplinary procedures
- harassment
- discrimination

Due Regard

Under the legislation we are required to pay *due regard* to equalities when planning and implementing policies, functions or procedures. We understand that our policies and services must meet everyone's needs and that anyone who wishes to can get access to them. The Governing Body monitors the impact of policies, practice and procedure through committees and consultation.

Consultation

The self-evaluation process includes analysis of data and the views of pupils, staff, parents and governors, contributing to the preparation of your objectives, including:

- Parental surveys, questionnaires and entry data.
- What barriers people faced in accessing consultation and events.
- Resource audits and training.
- Site safety and access.
- Assessment and data analysis
- Curriculum review
- Liaison with local community groups

Consideration is paid to the preferred means of communication for those whom are being consulting.

Equality Objectives Summary

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

The equality objectives are closely linked to the school strategic plan, they form part of a 4 year cycle however will be reviewed annually:

Our race equality objective is:

- To ensure curriculum planning and classroom resources reflect the rich diverse community we live in. Inspirational members of the BAME community will be highlighted and form the focus for lesson plans and activities Action research and a cross-school audit will identify need.

Our disability equality objective is:

- To administer the support set out within individual care plans ensuring whole school awareness of serious conditions and care and support for children and families.
- To review the Accessibility Plan, consider all groups using the school building and survey parents.

Our gender equality objective is:

To continue to monitor the attainment of all children following the lockdown. As no data is available from 2020 to consider from 2019 Key Stage 1 data below:

- To monitor attainment of girls in mathematics increasing the number attaining 'Greater Depth' level (end of Key Stage 1), girls 26% lower than boys this year at 30% Greater Depth (National 19%).
- To support the progress and attainment of boys in writing at the end of Key Stage 1, boys 21% lower at Greater Depth at the end of Key Stage 1 - girls 52% (19% nationally) summer 2019

Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

The Governing Body of Goldfield Infants' and Nursery School:

- Ensures that your school meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions
- Intends to monitor the delivery of the Schools Equality Objectives
- Will ensure that all members of staff understand the importance of the Objectives and their role in delivering them through training and staff development

Contracting and Procurement

The school will have robust procedures to:

- Include equality requirements within the contracts for services procured by the school.
- Monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

Reporting and reviewing the objectives

The objectives will be published annually on the school website www.goldfield.herts.sch.uk

- Progress will be reviewed annually against the equality objectives in line with the School Strategic Plan.
- The Governing Body and Senior Leadership Team will be responsible for monitoring the Schools' Equality Objectives

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures. Monitoring complaints is also another way of gathering information to ensure we are meeting our equality duties.

Title: Equality Objectives <small>(published separately on the website)</small>		Leader: Debbie Stevens Governing Body Champion: Rebecca Jones
Priority Area	Actions 2020-21	Review
<p>Our race equality objective is:</p> <ul style="list-style-type: none"> To ensure curriculum planning and classroom resources reflect the rich diverse community we live in. Action research and a cross-school audit will identify need. <p>Our disability equality objective is:</p> <ul style="list-style-type: none"> To administer the support set out within individual care plans ensuring whole school awareness of serious conditions, care and support for children and families. <p>Our gender equality objective is: On-going monitoring and assessment, post COVID-19 lockdown, along with in-depth data analysis ensures secure knowledge of attainment for all groups including gender differences. This year the attainment of girls and boys was relatively equal across subjects across Keys Stage 1 and the Foundation Stage EYFSP. The areas for focus this year is for girls in mathematics.</p> <p>Our gender equality objective is:</p> <p>To continue to monitor the attainment of all children following the lockdown. As no data is available from 2020 to consider that from 2019 below.</p> <ul style="list-style-type: none"> To monitor attainment of girls in mathematics increasing the number attaining 'Greater Depth' level (end of Key Stage 1), girls 26% lower than boys this year at 30% Greater Depth (National 19%). To support the progress and attainment of boys in writing at the end of Key Stage 1, boys 21% lower at Greater Depth at the end of Key Stage 1 - girls 52% (19% nationally) summer 2019 	<p>Planning that reflects the richness of diversity outside our school community Identifying inspirational accomplishments within the BAME community to include within planning Providing a range of opportunities to celebrate Black History Month including, literature, history, geography, music and art Continue to develop 'Talk Listen Care' strategy alongside BLP Analyse achievement following NCT results Review tracking and data collection procedures Audit resources to establish the breadth of diversity available across the school. Research and provide additional resources to ensure the wider community is reflected and represented</p> <p>Continue to provide detailed Care Plans for staff teaching children with disabilities including health conditions and allergies ensuring the integration of Personal Emergency Evacuation Plans (PEEPs). Include an equality/inclusion section for all stakeholders within the School Strategic Questionnaire distributed to parents in the Autumn Term To evaluate resources and support available to assist those with disabilities. Ensure evacuation procedures include specific information for those with disabilities. Review storage arrangements for medicines along with recording and administering procedures.</p> <p>Plan targeted small group activities and interventions that will build confidence and enthusiasm for maths. Consider topics and resources that that will particularly appeal to the girls. Plan small steps of learning and consolidation, careful monitoring and regular assessment activities. Plan repeated activities to similar to 'precision monitoring' in English. Create ways of recording and using number practically within cross-curricular subjects such as science and Skip to be Fit skipping challenge using counters. Explore the use of HfL Herts Essentials across the school in conjunction with current planning and introduce the New EYFS Materials.</p>	

