



Chater Infant School

**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Remembered for all the Right Reasons

Equality Scheme

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

(Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education)

This policy 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.

Date agreed: June 2022

Date of next review: June 2025

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Chater Infant School is a Rights Respecting School

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 13 –Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24- Every child has the right to the best possible health.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.

Article 28 - Every child has the right to an education.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family.

Article 31 – Every child has the right to play relax, play and take part in a wide range of cultural and artistic activities.

Article 41 – Government must actively work to make sure children and adults know about the convention.

1: Vision and Values

Our equality vision and the values that underpin school life

Chater Infant School - Our Vision
An exceptionally high performing professional and learning culture creating excellent achievement for all



“ Remembered for all the right reasons ”

What do you remember about school?
Good, bad or unmemorable?

These questions shape our school and everything we do here:
Light bulb moments because we learn,
Sparkling eyes because we are inspired,
Furrowed foreheads because we are challenged,
Laughs of delight because we have fun & feel safe.



This is why our school stands proud in our community:
Children want to come to school;
Parents want to send their children to our school;
And staff choose to work at our school.

We believe school should be remembered - for all the right reasons.



2: School Context

The characteristics of our school

The new Chater Infant School opened in 1989, replacing the old Chater Schools buildings which accommodated pupils up to the age of 11. 93% of pupils come from minority ethnic backgrounds and 88% speak English as an additional language. 55% of pupils have a Pakistani ethnic background. There are 43 languages spoken by pupils at Chater. An extremely high proportion of children have limited language and language skills. The percentage of children with SEND is average. Staff are well established at Chater and have a vast amount of knowledge, skills and expertise.

We believe that Chater Infant School is very special and we are proud of our achievements. We work closely with the community, including other schools and colleges. We welcome school and college students on work experience and other projects. These young people help to enrich our children's school experiences. We also welcome the many parents and governors who take an active part in the life of the school and we are extremely grateful for their support.

Please refer to the most recent Census information for details about the characteristics of the school.

Chater Infant School is an improving school. It was rated Good in January 2019

3: Legal Background

The duties that underpin our scheme

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. See also obligations under the Equality Act 2010.

General duties

Disability general duty – *Disability Discrimination Act 2005, Equality Act 2010*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2010*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the

skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

4: Roles and Responsibilities and Publish information

Chain of accountability

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

Commitment to implementation

Headteacher 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 12 months there will be a report on equality and diversity to the Governors meeting.

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

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher
SEN/LDD (including bullying incidents)	Inclusion Leader; Bullying – Head
Accessibility	Headteacher
Gender equality (including bullying incidents)	Headteacher, Eng & Maths Leaders
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher
Equality and diversity in pupil achievement	Headteacher /AHTs, Curriculum Leaders
Equality and diversity – behaviour and	Headteacher
Participation in all aspects of school life	All Staff
Impact assessment	Headteacher / AHTs / Curriculum Leaders
Stakeholder consultation	Headteacher & SLT
Policy review	Headteacher
Communication and publishing	Headteacher

Commitment to review

The school equality scheme will be aligned with the Precision Focused School Development and Success Strategy. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

At Chater Infant School we are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. At Chater Infant School equality information will be available on the school website. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

	Our Governors will:
Policy Development	<ul style="list-style-type: none">● Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none">● 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
Behaviour	<ul style="list-style-type: none">● 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
Public Sector Duties	<ul style="list-style-type: none">● 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)

	Our Headteacher and senior staff will:
Policy Development	<ul style="list-style-type: none">● 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
Policy Implementation	<ul style="list-style-type: none">● Ensure the effective communication of the policies to all pupils, staff and stakeholders● Ensure that our managers and staff are trained as necessary to carry out the policies● Oversee the effective implementation of the policies● Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none">● 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
Public Sector Duties	<ul style="list-style-type: none">● Ensure that the school carries out its statutory duties effectively

	Our line managers will:
Policy Development	<ul style="list-style-type: none">● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none">● 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
Behaviour	<ul style="list-style-type: none">● 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)
Public Sector Duties	<ul style="list-style-type: none">● Contribute to managing the implementation of the school's equality scheme

	All staff: our teaching and non-teaching will:
Policy	<ul style="list-style-type: none"> ● Contribute to consultations and reviews
Development	<ul style="list-style-type: none"> ● Raise issues with line managers which could contribute to policy review and development
Policy	<ul style="list-style-type: none"> ● Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none"> ● Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to the implementation of the school's equality scheme

The school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and Learning

We aim to provide all children with the opportunity to equal access to the curriculum and for all children to reach their potential in each area of the curriculum.

Admissions and exclusions

At Chater Infant School we are committed to ensure that admissions and exclusions procedures are carefully drawn up to ensure that no child is denied admission to the school or excluded from the school because of their gender, race or disability.

Equality and staff

The following paragraph reflects new equality legislation.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the ground of gender, transsexual status, race, disability, sexual orientation, religion, or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents

Tackle discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobias, negative views of disabled people or sexism.

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders, participation and involvement

The development of this policy has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010.

Chater Infant 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 have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

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, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6: Using information – Equality Impact Assessments, data and other information

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.

Equality Impact Assessments will be carried out as part of school self evaluation work during the academic year. EQIA's help us to analyse whether what we are planning potentially has a different 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.

Termly data will be considered to help the school to analyse the effects of our school policies with regard to disability, gender and race. Consideration will be given to monitor the makeup and needs of our pupils and staff and to assess how well we are meeting needs. The current School Self Evaluation cycle focuses on outcomes for all pupils so this naturally covers the focus on outcomes for minority and vulnerable groups.

We collect a range of information relating to incidents of bullying and racism. We value more qualitative information which may be given to us through a variety of mechanisms. We conduct pupil voice activities through the School Council and also through pupil questionnaires.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

Outcomes will be reported to the governors as available.

Commissioned services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance with any sub-contractors.

7: Our School's Equality Priorities

Key priorities for action

Priority	Category	Diversity strand	Background
1 Policy review	Priority	all	Reviewed annually
2 Stakeholder consultation			Parents survey each year Pupil survey each year Staff Questionnaire each year School Council viewpoint
3 Impact assessment			To strengthen analysis of all pupil achievement data by gender, ethnicity and SEND SLT Day annually in Summer Term Results analysis, monitoring of teaching, surveys & consultations evaluated. To monitor bullying and racist incidents
4 Communication and publishing			Policy to be published on school website

8: Action Plan Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To promote equality of opportunity	Race Gender disability				To analyse the take up of after school activities by minority and vulnerable groups	Extra-Curricular Clubs Coordinator	There is no disparity between different groups	Annual	July 2022, 2023, 2024
To increase understanding between religious groups	Race				To ensure there are opportunities for pupils to learn about each others religions.	Key Stage One and Early Years Leader	Curriculum Audit shows clear opportunities for children to learn about different religious groups.	Annual	July 2022, 2023, 2024
All children make good progress regardless of race, gender or disability bearing in mind their starting points. (Targeted groups explicitly referenced in Precision Focused School Development and Success Strategy)	Race Gender Disability				To monitor progress of all pupils to ensure that all pupils are making at least good progress. Regular Impact Assessment including analysis of questionnaires and feedback from all stakeholders.	SLT/Key Stage One and Early Years Leaders, class teachers and support teachers	Data indicates that a vast majority of pupils are making good progress bearing in mind their starting points.	Each Term	July 2022, 2023, 2024
School Equality Scheme is an integral part of Precision Focused School Development and Success Strategy	Race Gender Disability				To ensure alignment between School Equality Scheme and Precision Focused School Development and Success Strategy.	Headteacher	School Equality Scheme is not a bolt on but is very much part of the school development work – evident in PFSDSS.	School Imp Cycle in Summer Term	July 2022, 2023, 2024
To publicise relevant documentation and Impact Assessments.	Race Gender Disability				Publication to include impact assessment results; progress update, refinements, amendments & new actions as necessary	SLT	Information available on School Evaluation Form All policies and procedures will contain an Impact Assessment Statement by the end of the academic year. Annual and 3 yearly publication annual update in place.	Annual	July 2022, 2023, 2024