






# Sudbourne Primary School

## Equality Policy

This policy will be reviewed **every 5 years** by the Resources Committee for approval by the Governing Body.

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| Last Review Date:  | 20 <sup>th</sup> Jan 2021  |
| Date Ratified by Full Governing Body:                      | 26 <sup>th</sup> Mar 2021  |
| Next Review Date:  | Jan 2026   |
| Signature of policy approval by Headteacher:               | <br><u>R Blackmore (May 13, 2021 15:44 GMT+1)</u>    |
| Signature of policy approval by Resources Committee Chair: | <br><u>Holly Mellors (May 13, 2021 15:21 GMT+1)</u>  |
| Signature of policy approval by Governing Body Chair:      | <br><u>Hannah Sheehan (May 10, 2021 14:01 GMT+1)</u> |

## Introduction

Sudbourne is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on 7 key principles:

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We are committed to providing equality of opportunity for staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity/paternity.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The **Public Sector Equality Duty**; to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity and to foster good relations between groups.

### Two “specific duties”;

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty.

2. Publish Equality objectives at least every 4 years which are specific and measurable.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

The Equality Act also applies in our role as an employer, and the ways we comply with this are found in our Equal Opportunity Employment Policy.

## What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

## Behaviour, Exclusions and Attendance

- There are clear procedures for dealing with prejudice-related bullying and incidents. We are aware of potential bullying issues relating to disability, SEN, race, religion and sexual orientation and such incidents are monitored.
- We use surveys and focus groups to ensure that pupils feel safe from bullying.
- We closely monitor data on exclusions and attendance for evidence of over-representation of different groups.

## What we are doing to advance equality of opportunity between different groups

- We collect and analyse data by year group, ethnicity, gender, SEN, disability and English proficiency. The data is used to set objectives for measurable improvements.
- We publish an analysis of standards reached by different groups at the end of each key stage.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We take opportunities to remove inequalities and barriers that may exist between, for example:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

## What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Deaf Awareness week

## Record-keeping and communication

- We refer to our responsibilities under the Equality Act in various school documents such as the School Improvement Plan, the school newsletter and the school website.
- The school's practice and procedure is agreed by the Governing Body and referred to (and minuted) in Governing Body, staff and SLT meetings.
- We secure relevant feedback on equality matters from parent and pupil questionnaires, parents' and staff meetings, PSHE lessons and mentoring sessions.

## Publishing Equality Objectives

- The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.
- We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for different groups. We analyse equality data which informs our discussions about the Equality Objectives.

## Our Equality Objectives for 2021-2026 are

- To narrow the gap in attainment between free school meals pupils and non-free school meals pupils.
- To increase participation of disadvantaged groups in extra-curricular school activities
- To improve the participation and engagement of fathers in school-based activities.

In doing so, we will honour, respect and celebrate the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong and inclusive school community, to prepare the children for lives in a multicultural local and global society.

## Monitoring and Reviewing Objectives

- We will review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We will involve and consult staff, pupils, governors, parents and carers.
- We will publish the objectives and an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

### Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equality Objectives.

### Headteacher and Senior Leadership Team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

### Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum that reflect the school's principles

- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at an annual whole staff meeting.

#### *Visitors*

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

## Key contacts

**Staff responsible for equalities:** Louise Gee, Assistant Headteacher

**Lead governor:** David Lara, Joint Vice Governor

### **Equal Opportunities for Staff**

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.