



Equality Policy

If you would like to see a signed copy of this policy please contact the School on 02380 774814 or on info@foundrylaneprimary.co.uk

This policy was adopted on: 1st December 2018

This policy is to be reviewed on: 1st January 2022

This policy will be reviewed by: Full Governing Body



Foundry Lane Primary School

Equality Policy



Introduction

Foundry Lane Primary School 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 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.

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. Our commitment to ensuring equality of access to the school environment is detailed in our school local offer.

Our approach to equality is based on the following 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.
- 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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 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 academy 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 observe good equalities practice for our 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 sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

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** or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to;

- Publish information to show compliance with the Equality Duty by April 6th 2012.
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs and those who are supported by pupil premium funding. Analysis of data tracks progress towards closing the attainment gap.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our, self-evaluation form, the school’s prospectus and web site.

There are also references in the behaviour, admissions, SEN and anti-bullying policies.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment 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.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their gender, race, disability, religion or belief.

Behaviour, Exclusions and Attendance

The school's Behaviour Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from the school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief (for example anti-Semitism and Islamophobia)
Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook to ensure no employee is discriminated against. We treat all bullying incidents equally seriously.

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

- We know the needs of our school community very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate literacy and number skills.
- There is a clear distinction between pupils who have English as an additional language and pupils who have identified Special Education Needs & Disability.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
 - on the % of pupils identified as having a special educational need and/or disability and by their
 - principal need or disability;
 - by year group – in terms of ethnicity, gender and proficiency in English;
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
 - We also collect, analyse and use data in relation to attendance.

ASP provides an analysis of standards reached by different groups at the end of each key stage:

- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement.
- 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 and disability.
- In addition to avoiding or minimising any possible negative impacts of our policies, we take opportunities to maximise positive impact by reducing and removing inequalities and barriers that may already 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.
- The Governing Body closely monitor the effective implementation of the Whole School Equality & Access Policy.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

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 promotes 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 use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

Other ways we address equality issues

- We maintain records of all training relating to Equality Issues.
 - We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils. New policies and practices consider implications regarding Equality.
 - In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
 - Review relevant feedback from parent questionnaires and parents.
 - secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons,
 - Ensure that we secure responses and feedback at Board of directors meetings.

Publishing Equality Objectives

The objectives which we identify represent our academy's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account 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 the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our raising attainment plan.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the board of directors on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish 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. We will provide training, guidance and information to enable them to do this.

The Governing Body

The Governing Body are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every Governor 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 regularly review the Equality & Access Policies and standards achieved by different groups is reported to them.

The Headteacher

The headteacher will ensure that staff and parents are informed about the Single Equality Scheme

They will ensure that the scheme is implemented effectively and is embedded into the culture of the school and lead the review of the scheme every 3 years, liaising with external agencies regarding the policy so that the school's actions are in line with the best advice available

They will be responsible for managing any day to day issues arising from the policy whether for pupils or for the school as an employee, ensuring that staff have access to training which helps to implement the scheme

They will monitor the scheme and report to the governing body at least annually, on the effectiveness of the policy

They will ensure that the school provides appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies

Senior Leadership Team

The Senior Leadership team 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.

The Headteacher is responsible for logging all racist incidents and reporting them to the appropriate authorities.

A senior leadership team has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. He/she will have expert and informed knowledge of the Equality Act. Training and Guidance on EAL will be provided for all teachers, learning support assistants and lunchtime supervisory assistants.

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 curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- 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.

Pupils

Pupils will;

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of the scheme

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.

Key contacts

Staff responsible for equalities: Sean Taylor

Lead Governor: David Higlett

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to 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.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available;

- on the school website
- on request as paper copies in the school office
- as part of induction for new staff

By publishing the Whole School Equality Policy on our school website we ensure that the whole school community knows about the policy and its objectives.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti- bullying and special educational needs.

Foundry Lane Primary School Policy was drafted and amended following consultation with staff, directors, children and parents/carers October 2016.

APPENDIX ONE

Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.

- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
 - The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
 - The school publishes information to demonstrate purposeful action on the general duties.
 - The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
 - The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
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- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
 - The school ensures that all staff understand and implement the key requirements of the Equality Policy.
 - The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
 - The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
 - All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
 - The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
 - Visual displays and multi-media resources reflect the diversity of the school community.
 - Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
 - The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment (refer to school local offer).
 - Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
 - The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

Definitions of protected characteristics

- Age- (Where this is referred to, it refers to a person belonging to a particular age or range of ages.)
 - Disability- (A person has a disability if s/he has a physical or mental impairment which has substantial and or long-term adverse effect on that person's ability to carry out normal day-to-day activities.)

Gender reassignment

- The process of transitioning from one gender to another.

Marriage and civil partnership

- In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.

- Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

- Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination this includes treating a woman unfavourably because she is breastfeeding.

Race

- Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

- A man or a woman.

Sexual orientation

- Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.