



LEVERTON PRIMARY SCHOOL EQUALITY POLICY

1 Policy statement

1.1 At Leverton Primary School, we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality;
- to respect the equal rights of our staff and other members of the school community.

1.2 We will assess our current school practices and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

1.3 We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

(See Appendix A for equality statements).

2. Purpose of the Policy

2.1 On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

2.2 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific 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 or maternity.

2.3 The Act introduced requires all schools to comply with the Public Sector Equality Duty and two specific duties. Public Sector Equality Duty requires us as a school to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

The two 'specific duties' require us to:

- publish information to show compliance with the Equality Duty;
- publish public equality objectives at least every four years which are specific and measurable.

2.4 Our Equality Policy aims to demonstrate our compliance with the Public Sector Equality Duty.

3. Equality Statement

3.1 Our Equality Statement (see Appendix A) is based on the following principles:

- All learners are of equal importance – whatever their ability, ethnicity, culture, national origin or national status, gender identity, religion or faith background or sexual orientation;
- We respect and value difference – we strive to remove barriers and disadvantages which children and adults within our school setting may face;
- We foster positive relationships and attitudes – we actively promote mutual respect and positive attitudes between groups different from each other;
- We encourage a shared sense of cohesion and belonging – we want all members of our school community to feel a sense of belonging at Leverton and to participate fully in school life;
- We have the highest expectations for all our children – we expect all pupils to make good progress and achieve to their highest potential;
- We particularly strive to raise achievement for our most vulnerable pupils – we aim to ensure that the quality of education for our most vulnerable groups of children is effective and supportive.

4 Responsibilities

4.1 One named governor takes the lead, but the governors as a whole are responsible for publishing and implementing the school's equality objectives and making sure that the school:

- complies with the relevant equality legislation;
- follows the procedures in the Equality Policy;
- monitors progress towards the equality objectives.

4.2 The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure that the governors, staff, pupils, and their parents and carers know about them;
- producing information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

4.3 All staff are responsible for:

- promoting an inclusive and collaborative ethos in classrooms and across the school;
- avoiding and indeed challenging unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

4.4 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.

5. Behaviour, Exclusions and Attendance

5.1 The school's 'Behaviour Policy' and 'Anti-Bullying Policy' reflect our duties under the Equality Act. We monitor data on exclusions, behaviour of pupils and absence from school for evidence of over-representation of different groups.

When required, we take action to address concerns. The school aims to actively challenge all forms of prejudice and bullying which stand in the way of fulfilling our commitment to inclusion and equality.

6. Equality Objectives

- 6.1 The objectives which we identify represent our school's priorities and are the outcomes of review and analysis of data and other evidence. They also take into account national and school priorities and issues. The information collated is then analysed in order to choose objectives that will:
- promote equality of opportunity for members of identified groups
 - eliminate unlawful discrimination, harassment and victimisation, and
 - foster good relations between different groups in terms of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.
- 6.2 The Equality Objectives for Leverton Primary School for the period 2017 – 2020 are as follows:
- To ensure that all pupils make progress, including vulnerable groups
 - To ensure that there are sufficient opportunities within the school's curriculum to address equalities issues
 - To monitor bullying and harassment of pupils and staff by race, disability and gender and that this information is used to make a difference to the well-being of all pupils
 - To ensure that all pupils are given similar opportunities with regards to extended school provision
 - To encourage all pupils to make a positive contribution to the life of the school community

7. Accessibility Plan

- 7.1 The school has published separate objectives related to supporting pupils with a disability, as defined in the Equalities Act 2010. These objectives have been placed in a 'Accessibility Plan' which is available on our school website – <https://www.leverton.essex.sch.uk>.

8. Monitoring and Review

- 8.1 We review annually the information about equalities in the policy and make adjustments as appropriate. The policy is on the school website in the 'Policies' section and a paper copy will be made available on request.
- 8.2 Further policies related to this one are placed on the school website, namely the 'Behaviour Policy' and 'SEND Policy'.
- 8.2 The policy will be kept under regular review.

Equality Statement

Pupils' attainment and progress

Leverton Primary School expects the highest possible standards from its pupils. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- ☐ boys and girls;
- pupils learning English as an additional language;
- pupils who are eligible for the pupil premium grant / are free school meals;
- pupils from minority ethnic groups, including Gypsies and Travellers;
- pupils who are most able;
- pupils with special educational needs;
- pupils with a disability ;
- pupils who are in public care;
- pupils who are at risk of disaffection and exclusion;

- lesbian, gay or transgender young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils. Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils. The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of under-represented groups in areas of employment, for example, through work experience placements.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines.

We will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multi-lingual nature of wider society in our resources and display

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