

DALLAM PRIMARY SCHOOL



EQUALITY POLICY & OBJECTIVES

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Equality Policy and Objectives

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Lead:	Amanda Downey (Head Teacher)
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1. Aims

At Dallam Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation, age or socio-economic background. We strive to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 brings together under one Act all of the requirements regarding equality and discrimination. It is unlawful for a school to discriminate against a pupil or prospective pupil, member of staff or visitor by treating them less favourably because of their protected characteristics.

2. Legislation and guidance

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. We will also analyse available data relating to the context of our local community, including crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We will publish attainment data each academic year showing how pupils with different characteristics are performing and analyse this to determine strengths and areas for improvement which will inform our school development plan.

We recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. Our continued focus on Spiritual, Moral, Social and Cultural (SMSC) development, particularly through Personal, Social, Health Education (PSHE (including Relationships and Sexual Education (RSE))) and Religious Education (RE) teaching and learning are central to this.

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. In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

3. Roles and responsibilities

We believe that promoting Equality is the whole school's responsibility:

The governing board will:	<ul style="list-style-type: none"> • Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents • Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years • The equality objectives will be reviewed by Standards 2 committee, which meets termly • Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
The headteacher will:	<p>As above and</p> <ul style="list-style-type: none"> • Promote key messages to staff, parents and pupils about equality and what is expected and can be expected from the school in carrying out its day to day duties • Ensure that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness • Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents

	<ul style="list-style-type: none"> • Monitor success in achieving the objectives and report back to governors
Senior Leaders will:	<ul style="list-style-type: none"> • Support other staff in implementing this Policy • Ensure fair treatment and access to services and opportunities • Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents • Provide advice/support in dealing with any incidents/issues • Assist in implementing reviews of this policy
Pupils will:	<ul style="list-style-type: none"> • Be involved in the further development of the Policy through the PSHE curriculum and will understand how it relates to them, appropriate to their age and ability • Be encouraged to actively support the school's commitment to tackling inequality
Parents/carers will:	<ul style="list-style-type: none"> • Have access to the Policy through a range of different media appropriate to their requirements • Be encouraged to actively support and challenge the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all • Be informed of any incident related to this Policy which could directly affect their child
School staff will:	<ul style="list-style-type: none"> • Uphold the commitment made to all members of the school community on how they can be expected to be treated • Support the school and the governing body in delivering a fair and equitable service to all stakeholders • Support the design and delivery of an inclusive curriculum. • Ensure that they are aware of their responsibility to record, report and respond appropriately to prejudice related incidents • Support colleagues within the school community • Raise issues/concerns and training needs with senior leaders
Local community members will:	<ul style="list-style-type: none"> • Be encouraged to take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these • Be encouraged to take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all

4. Eliminating discrimination

- We are aware of our obligations under the Equality Act 2010 and comply with non-discrimination provisions. Our policies reference the importance of avoiding discrimination and other prohibited conduct through links to this statement.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act. We consider barriers and strive to minimize them.
- New staff receive training on the Equality Act as part of their induction, and all staff receive an annual refresher on their duties under the Equality Act.
- All staff understand how to raise concerns regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

We aim to support and advance equality of opportunity for all members of the school community by:

- Removing or minimising any disadvantage. E.g. supporting pupils and staff who are questioning their gender to express themselves free from derisive comments from their peers

- Supporting families to access food and essential services when required
- Actively supporting employees to continue to work beyond retirement age
- Taking steps to meet the particular needs of people. E.g. fully supporting religious practices and festivals to enable pupils and staff to express their belief e.g. through prayer, fasting
- Adapting the school environment to ensure that all members of the community can access it as fully as possible e.g. display policy to support children with SEND, equipment and adjustments to support visual impairment, adjustments to support parents/carers with decreased mobility
- Encouraging all to participate fully in any activities. E.g. encouraging participation in school visits, including residential, attendance at after school clubs for children with SEND, subsidising visits to enable all to attend, and adapting the curriculum and lessons to ensure that pupils with a disability can take part

6. Fostering good relations

We work hard to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures; SMSC provision promotes acceptance and celebration of difference; our school values promote acceptance, respect and inclusivity
- Using class circle time and assemblies to discuss and reflect on issues and welcome visitors to contribute to our curriculum as appropriate
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Working closely with local charities and organisations to support pupils to support families to access food where needed
- Providing opportunities for parents to develop English speaking skills
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups including designated provision and is formed of pupils from a range of backgrounds and abilities
- Encouraging all pupils to participate in the school's activities, such as sports clubs

7. Equality considerations in decision-making

We consider equality considerations whenever significant decisions are made and consider the impact on particular groups. We act swiftly in response to any issues which are drawn to our attention by any member of the school community.

8. Equality objectives

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
1. To continue to reduce the incidence of prejudice-related bullying in relation to race or sexual orientation within our school.	<ul style="list-style-type: none"> • Positive behaviour policy and Anti-bullying policy review • Zero tolerance approach to bullying understood by all staff members • SLT to investigate any incident of bullying and to deal with appropriately • Curriculum tailored to ensure that children understand what bullying is and understand the whole school no-tolerance approach • Rigorous monitoring of T&L to identify areas for improvement 	On-going	HT / S Wood	<ul style="list-style-type: none"> • Confidence in staff to deal effectively with issues and concerns • Incidents thoroughly investigated and recorded appropriately • Curriculum in place – resources celebrate diversity and provide opportunity for discussion and challenge • Pupils know what to do if they encounter prejudice • Behaviour logs show evidence of reduction of incidents
2. Children in receipt of pupil premium grant are able to access all opportunities in school.	<ul style="list-style-type: none"> • Subsidy of school trips and visits • Subsidy of uniform items – access to uniform swap and previously worn uniform items • All equipment required for learning supplied by school • Access to devices to support remote learning • Member of SLT has responsibility for PP – rigorous monitoring and analysis of data • PP children targeted for intervention to support catch up 	On-going	HT/DHT/Family liaison lead	<ul style="list-style-type: none"> • All children are able to attend school in the correct uniform • All children have the equipment they need to learn • All children have equal access to trips and visits • The pupil premium / non pupil premium gap is diminishing

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Opportunities for provision of food and services maximised • Support for families 			
3. To continually consider how well the school ensures equality of opportunities for all its pupils including those who are taught within the Designated Provision.	<ul style="list-style-type: none"> • Monitor and risk assess all activities including residentials and school trips to allow all children to participate wherever possible • Work with carers and parents to put into place resources and equipment to enable children to participate in all activities where ever possible • Monitor wrap around provision to ensure equality of provision • Monitor school clubs to ensure that children in the DP are able to access them if they want to 	On-going	Ann Harrison/HT	<ul style="list-style-type: none"> • Designated provision pupils participate in wider life of school e.g. residentials/school clubs
4. To continue to raise awareness of the importance of attendance in order to diminish the differences in attendance rates between groups throughout the school.	<ul style="list-style-type: none"> • Rigorous monitoring of attendance data • Review attendance policy • Timely response to falling attendance and triggers • 1:1 support for children whose attendance falls below 90% as appropriate • Celebrate good attendance • Information for parents about the effect of absence on pupils' learning 	<p>Half termly</p> <p>Weekly</p>	HT/SLT/Attendance lead/Family liaison lead	<ul style="list-style-type: none"> • Improved attendance • Fewer persistent absentees • Fewer persistent lates • Differences in attainment diminished

9. Monitoring arrangements

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed annually as part of this process.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- SEND Policy
- Positive Behaviour Policy
- Anti-bullying Policy
- Curriculum Policies
- Uniform Policy
- SDP