



Leasowes Primary School
Equality Policy



Date Approved: September 2020	Print Name:
Date to be Reviewed: September 2021	Signed:

1. Aims

Leasowes Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers the nine protected characteristics of **race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender**. Equality and Diversity is more than just meeting legal obligations or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

a) In accordance with our school values we pledge to:

- **Respect** the equal human rights of all our pupils
- Educate them in equality, through the understanding and importance of **collaboration and love** for one another
- **Respect** the equal rights of our staff and other members of the school community
- Ensure that all staff and children have the right to be able to fulfil their **aspirations**
- Ensure that all staff and children feel safe in our environment and have the right to **enjoy** their school life
- Instil the **courage** in the staff and children to stand up and be proud of who they are

b) We will assess our current school practices and implement all necessary resulting actions in relation to the nine protected characteristics.

c) 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 the nine protected characteristics.

2. The Legal Framework

Under the **Equality Act 2010**, we see it as our duty to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity. Our Curriculum is designed to be inclusive to all learners.

3. Guiding Principles

At Leasowes primary school, we fully endorse and accept the following principles:

- **All learners are of equal value**
All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

- **Relevant differences are recognised**
Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.
- **We foster positive attitudes, relationships and a shared sense of belonging**
Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.
- **Staff recruitment, retention and development**
Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.
- **Current inequalities and barriers are addressed and reduced**
In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.
- **Policy development involves widespread consultation and involvement**
People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers.
- **Society as a whole benefits**
Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Role and Responsibilities

Trustees are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- working with the Headteacher and SENCO to monitor inclusion and equal opportunities in school
- Review policy and practice in this area
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- producing regular 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; and
- enabling reasonable adjustments to be made
- Implementation of the Accessibility Plan

All staff are responsible for:

- promoting equality in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- being able to recognise and tackle bias and stereotyping

5. Addressing Prejudice and Prejudice-related Bullying

Leasowes Primary School is opposed to all forms of prejudice which stand in the way of us fulfilling our legal duties. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with in relation to:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia

For additional information, please refer to our Anti-Bullying Policy.

6. Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

7. Staff Development

Staff undertake training and development in relation to equality in terms of professional responsibilities as well as statutory requirements as and when appropriate. This may take the format of staff development meeting updates or full training sessions when needed. All staff are given equal opportunity to take part in staff training and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

8. Fostering Good Relations

Leasowes Primary School aims 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, citizenship and personal, social, health and economic (PSHE) education, 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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
- 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 and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

9. Monitoring and Evaluation

In order to set appropriate objectives to impact the improvement in relation to equality at Leasowes, the following data and information is gathered:

- Monitoring and analysis of pupil progress in the identified groups
- Monitoring and evaluation evidence file, SEN files, Gifted and talented files, vulnerable pupil information
- Involving relevant people including pupil and parental surveys

The evidence is then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful direct and indirect discrimination, harassment and victimisation
- Foster good relations between different groups

9. School Equality Objectives

Annual equality objectives are identified with a clear focus on outcome rather than process.

Objective	Review Date
Ensure that a small amount of greater depth boys achieve at least the expected progress in reading.	July 2021
Ensure that there is the right support through maths reasoning challenges for a small number of girls so that they maintain and achieve the age-related expectation.	July 2021

10. Links to Other Policies

The School Equality Objectives are carefully chosen in relation to:

- Whole school assessment data

The School Equality Policy should be read in conjunction with:

- The School Accessibility Plan
- Applicable Risk Assessments