



<b>Equality Policy</b>	
Date	July 2023
Review	July 2024
Reviewed by	Governors
<p>Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities' or disadvantage any pupil or adult and it helps to promote equality at this school.</p>	
Statutory Policy Reviewed Annually	
This policy is based on policies recommended by The Key	
<p><b>Associated policies/plans/ information</b></p> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Anti-Bullying</li> <li>Behaviour</li> <li>Equality information and objectives</li> <li>Supporting Children with medical conditions</li> <li>Bullying and Harassment</li> <li>Accessibility plan</li> </ul>	

## **Our Vision Statement**

*“Sandlings Primary school unique and nurturing where everyone belongs and thrives.”*

Our vision statement encompasses our vision for everyone at Sandlings – children and adults. Everyone is different and we care about the wellbeing of all as we for fill our core purpose of enhancing children’s learning through effective and efficient delivery of our curriculum. We are committed to honesty, sensitivity, and responsibility in all relationships and adopt a philosophy of continuous improvement in every aspect of the school’s work and life.

## **Equality Statement**

This policy outlines the commitment of the staff and governors of Sandlings Primary School to promote equality. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for identified groups within the school community (“Positive Action”).

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Sandlings School, equality is a key principle for meeting the needs of the individual irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age, socio-economic background or any other recognised area of discrimination.

Our school is committed to preventing discrimination, promoting equality; and building Community Cohesion through promoting good relations between different groups.

## **Legal Duties**

At Sandlings Primary 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. Protected characteristics make up the part of a person’s identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act. The protected characteristics are as follows:

- Age
- Disability
- Race
- Sex
- Gender Reassignment
- Maternity and Pregnancy
- Religion and Belief
- Sexual Orientation
- Marriage and Civil Partnership (For Employees)

## Definitions

- **Discrimination** is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics. Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.
- **Discrimination by Association** occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.
- **Direct Discrimination by Perception** occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.
- **Indirect discrimination** can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected
- characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.
- **Victimisation** occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.
- **Harassment** is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.
- **Prejudice** can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.
- **Disability** - There are different and slightly more complex provisions that apply in the case of disability.

Further guidance on this can be found in *The Equality Act 2010 Advice for School Leaders, School Staff, Governing Bodies and Local Authorities DFE January 2011*

To meet our general duties, 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 all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

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. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate 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
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area. We also 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. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSE / PSHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups.

In endeavouring to fulfil our legal duties, 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 identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

### **Monitoring and Review**

Equality is identified as an area requiring careful and ongoing monitoring in the School Development Plan and due regard is given to promotion of all aspects of equality within the SDP. The person on the staff responsible for co-ordinating the monitoring and evaluation is the Headteacher who will be responsible for:

- Leading discussions, arranging training, and keeping staff updated in designated staff meetings. These events will include support for staff to discuss equality and understand the diverse cultural backgrounds and socio-economic issues within the school community.
- Working closely with the governors responsible for this area.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Our monitoring activities enable us to identify any differences in pupil

performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Safeguarding children
- Behaviour, exclusions and attendance
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra-curricular activities
- Admissions
- Staff recruitment and retention
- Visits and visitors

### **Promoting Equality – Policy Commitments**

#### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equality, diversity, religion, human rights and inclusion;
- The curriculum promotes and celebrates the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

#### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the abler by carefully assessed and administered programmes of work (see SEN policy and Equality Impact Assessments).
- The school must provide an environment in which all pupils have equal access to all facilities and resources. This may mean that we have to make changes to our practises, as far as is reasonably practicable, to ensure that a disabled pupil can benefit from what is offered to the same extent that a person without the disability can.
- All pupils are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **Curriculum**

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

### **Resources and Materials**

The provision of good quality resources and materials is a high priority. When ordering new resources and materials staff must consider how they demonstrate equality. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

### **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

### **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity by providing them with a copy of this policy.

### **Provision for Pupils with English as an Additional Language**

We undertake to make appropriate provision for all EAL pupils to ensure access to the whole curriculum. This provision may include, as appropriate to need:

- Extra language support within a small group;
- Extra support within the classroom environment;
- Access to resources in their first language;
- Differentiated activities;
- Translation services.

### **Personal Development and Pastoral Guidance**

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing, Recruitment and Professional Development**

- We recognise the need for positive role models and distribution of responsibility among staff. This must include, if possible, pupils' access to a balance of male and female staff at both key stages.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.
- We undertake to encourage the career development and aspirations of all individuals.
- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- All staff are employed by Suffolk County Council, which has a policy of "equal pay for work of equal value". Terms and conditions of employment reflect this policy.
- Equality policies and practices are covered in all staff inductions.
- All visitors to the school are made aware of equality policies and practices through a poster displayed in the reception area.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour.

### **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;

- Trying to ensure that groups representing parents and pupils include a diverse membership. These groups include the Governing Body, School Council
- Encouraging members of the local community to regularly join in school activities e.g. “Share” afternoons, black history month celebrations, harvest festival, assemblies; performances, etc;

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for the promotion of equality. Responsibilities are laid out as follows:

**The Governing Body** is responsible for ensuring that:

- The school complies with all equality legislation relevant to the school community;
- The school’s Equality Policy is maintained and updated regularly;
- Equality Impact Assessments are carried out and that Action Plans are created.
- That actions, procedures and strategies related to the policy are implemented;
- The Equality Governor will have an overview, on behalf of the governing body, on all prejudice incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

**The Headteacher and Senior Leadership Team** are responsible for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy and Action Plans;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All staff** are responsible for:

- The implementation of the Equality Policy and Action Plans.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equality legislation by attending training events organised by the school or Local Authority or recognised training provider;

### **Measurement of Impact of the Policy**

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. We will use monitoring evidence to identify objectives for publishing in our Equality Objectives and Information pack.