

# Langley Primary School



## EQUALITY POLICY

Version	Date Reviewed/ Amended	Next Review Due	Notes	Author
1.0	April 2017	Sept 19	Not Yet approved by governors	JC
1.0	April 2017	Sept 19	Approved by Governors Teaching and Learning committee Wed 14 Jun 2017	JC
1.1	July 2019	September 2023	Objectives Reviewed Equality objectives written in policy	JC

## 1. Legal framework

1.1 The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics –

- Race
- Disability
- Gender
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

1.2 This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

1.3 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

## 2. Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

### 2.1 All learners and staff are of equal value.

We see all learners and potential learners, their parents and carers and staff members, as 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
- whatever their sexual identity.

### 2.2 We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background sexual identity.

### **2.3 We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **2.4 We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

### **2.5 We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

### **2.6 We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

### **2.7 Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

## 2.8 We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

## 2.9 Objectives

Regularly, we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to

- disability
- ethnicity, religion and culture
- gender.

## 3. Equality Objectives

3.1 We recognise that the actions resulting from a policy statement such as this are what make a difference.

3.2 Regularly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

3.3 We keep our equality objectives under review and report annually on progress towards achieving them.

**Objective 1:** Increase the representation of male teachers and support staff over a 4-year period (from this July to July in 4 years' time), so that this group increases from 5% to 10% of the workforce.

Why we have chosen this objective: Male staff are very under-represented and many children do not have positive male role models.

To achieve this objective we plan to: Consider how to attract male candidates to apply for roles in school. Request male teacher training students from partner organisations

Progress we are making towards this objective:

**Objective 2:** Increase the representation of children of Asian-Pakistani background in school clubs and activities over a 1-year period (from this July to July in 1 year's time), so that this group increases to be representative of the school population.

Why we have chosen this objective: Presently the group is under-represented in clubs and activities

To achieve this objective we plan to: Encourage children of Asian-Pakistani background to attend clubs, to encourage them to apply for roles of responsibility and to look favourably on this group when selecting school teams or posts of responsibility

Progress we are making towards this objective:

**Objective 3:** Increase the representation of teachers from black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases to 10% of the teaching workforce.

Why we have chosen this objective: The teaching workforce is not representative of the school community as a whole.

To achieve this objective we plan to: Consider how to attract BAME candidates to apply for roles in school. Ensure that we celebrate our diverse school population in public forums e.g. on the website

Progress we are making towards this objective:

## **4. The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above

## **5. Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **6. Addressing prejudice and prejudice-related bullying**

6.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:

- 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.

6.2 There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

6.3 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.

## **7. Roles and responsibilities**

7.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

7.2 A member of the governing body has a watching brief regarding the implementation of this policy.

7.3 The headteacher 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.

7.4 A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

7.5 All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **8. Information and resources**

8.1 We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

8.2 All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **9. 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.

## **10. Staff development and training**

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.

## **11. Breaches of the policy**

Breaches of this policy 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.

## **12. Monitoring and evaluation**

12.1 We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

12.2 In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Langley Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- To promote cultural development and understanding through a varied range of experiences
- To tackle prejudice and promote understanding in relation to people with differences and disabilities
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities
- To narrow the gaps in attainment between certain protected and disadvantaged groups and the best attaining pupils

- To allow equal access to information for all parents
- To ensure the school environment is accessible as possible to all pupils, staff and visitors.