

**Equalities Policy**  
**(including Equality Information and Objectives)**  
**STATUTORY**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Approved by &amp; Date</b>
<b>Sept 24</b>	<b>Sept 25</b>	<b>Headteacher</b>	<b>FGB 30.09.24</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as ‘protected characteristics’ that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the

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aforementioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfillment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

#### **Aims**

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To minimise the distress and disruption to those pupils and school personnel who are transgender.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with other schools and the local authority to share good practice in order to improve this policy.

#### **Responsibility for the Policy and Procedure**

## **Role of the Governing Body**

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the coordinator;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;
  - ☐ annually report to the Governing Body on the success and development of this policy
  - ☐ The nominated link Governor is: **S Shah**
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010.

## **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;

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- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - ☐ scrutinising teachers planning
  - ☐ scrutinising pupils work
  - ☐ observing pupils throughout the school day
  - ☐ classroom monitoring of pupil progress
  - ☐ analysis of questionnaires and surveys with pupils, parents/carers and school personnel
  - ☐ analysis of pupil data
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- be alert to signs of participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the school council;
- take part in questionnaires and surveys.

## **Recruitment Process**

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **Complaints**

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

## **Role of Parents/Carers**

Parents/carers will:

- be encouraged to take an active role in the life of the school by attending:
  - ☐ parents and open evenings
  - ☐ parent-teacher consultations

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- ☐ class assemblies
  - ☐ school concerts
  - ☐ fundraising and social events
- be encouraged to work in school as volunteers;
  - be encouraged to organise after school clubs or groups;
  - be asked to take part periodic surveys conducted by the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as fortnightly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Training**

All school personnel:

- receive training on this policy on induction which specifically covers:
  - ☐ Ethos
  - ☐ Equal opportunities
  - ☐ Inclusion
  - ☐ Anti-bullying
  - ☐ Assessment
  - ☐ Curriculum
  - ☐ Pupil Behaviour & Discipline
  - ☐ Sex & Relationships
  - ☐ Teaching & Learning
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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 prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### **Linked Policies**

▪ Behaviour & Anti-bullying	▪ Assessment
▪ Teaching and Learning	▪ Curriculum policies
▪ Staff Handbook	▪ PSHE, Relationships & Health
▪	▪
▪	▪

### **See Appendices Documents section on Policies for Schools Website**

- Initial Equality Impact Assessment
- Policy Evaluation

## **Appendix A**

### **Application of the principles in this policy statement – policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:

#### **Teaching and Learning**

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

- Use progress data (contextualized where appropriate) to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population which are inclusive and reflective of our pupils

#### **Admissions and Exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

#### **Equality and Staffing**

We comply fully with legislation which protects our staff (including teachers, support staff, and student teachers) from discrimination on the ground of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, in terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, wherever possible, we make efforts to ensure diversity of our workforce reflects that of our local community and wider society.



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We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We will provide training and support for staff to enable them to deal effectively with prejudice-related incidents.

We will actively tackle discrimination and anti-bullying by reporting and recording all forms of prejudice related incidents, for example racism, homophobia, negative views of disabled people or sexism.

#### **Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

#### **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare a school Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including the Equalities Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of those pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

#### **Disability**

This section should be read in conjunction with the school's Special Educational Needs/Inclusion Policy and Accessibility Strategy.

#### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities".

The DDA 2005 has also extended the definition of disability as follows:

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- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on is/her ability to carry out normal day-to-day activities.

### **Legal Duties**

Under our specific duty we will:

- Prepare and publish the school’s Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Set every three years one or more specific measurable equality objectives that further the aim of the equality duty

## **Appendix B**

### **Equalities Information**

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimization and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

### **Engagement – Participation and Involvement**

It is a requirement that the development of this plan and the actions within it must be informed by the input of staff, students and parents and carers. There are a number of ways in which this can be achieved:

- Input from staff surveys and through staff meetings / INSET
- Input from parent surveys
- Feedback from the school council, PSHE lessons, school surveys on children's attitudes
- Conferencing of vulnerable children and children with identified needs
- Issues raised in annual reviews, or reviews of progress on individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing Board meetings
- Contact with the local community and disability organisations

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

The school team has used relevant pupil related data based on the Autumn 2017 census as well as ASP 2014 Summary Report to develop the school's equality objectives.

### **Equality Objectives**

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimization and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

### **Impact Assessments**

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. We value more qualitative

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information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.

We work collaboratively with the Local Authority to access a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. We have considered how well we currently achieve these aims with regard to the particular groups.

When procuring goods and services from external suppliers, we ask the following questions to help ensure equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

### **Our School's Equality Objectives**

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

1. To eliminate the gap between boys and girls achievement by 2020
2. To eliminate the gap between pupil premium and non-pupil premium students by 2020
3. To map all extra-curricular activities to determine how inclusive our offer is. Where areas of underrepresentation are identified, to actively pursue strategies to address them
4. By 2019 all extra-curricular activities will be more representative of the school population
5. To analyse and review exclusion data by gender, ethnicity and levels of disadvantage and to plan to reduce over representation of particular groups
6. To actively encourage the recruitment of school governors who reflect the ethnic make-up of the school community
7. By 2020 the school governing board will reflect the ethnic make-up of the school community
8. To ensure that the school site is fully accessible to disabled users and that the needs of disabled pupils, staff and visitors are carefully considered at all times

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**Initial Equality Impact Assessment**

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)																				
<b>Equality</b>	<ul style="list-style-type: none"> <li>To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.</li> <li>To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.</li> <li>To minimise the distress and disruption to those pupils and school personnel who are transgender.</li> <li>To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.</li> <li>To work with other schools and the local authority to share good practice in order to improve this policy.</li> </ul>			✓																				
This policy affects or is likely to affect the following members of the school community (✓)	<b>Pupils</b>	<b>School Personnel</b>	<b>Parents/carers</b>	<b>Governors</b>	<b>School Volunteers</b>	<b>School Visitors</b>	<b>Wider School Community</b>																	
	✓	✓	✓	✓	✓																			
<b>Question</b>	<b>Equality Groups</b>																		<b>Conclusion</b>					
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief	Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
		✓				✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief	Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓					✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief	Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓					✓
<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																							
Preliminary EIA completed by					Date		Preliminary EIA approved by					Date												

