



Albion Primary School
EQUALITY POLICY
Statutory

INTRODUCTION

Equality Statement

At Albion Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

Our vision and values ensure that every pupil and teacher is given an equal opportunity to achieve their potential. We tackle discrimination through positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Albion Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. Therefore we:

- Do our best to ensure that everyone is treated fairly and with respect.
- Make sure the school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same.
- Recognise that for some pupils extra support is needed to help them to achieve and be successful.
- Do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our School Council.

OUR KEY PRINCIPLES

1. We value all learners equally, and as individuals, whether or not they have a disability, whatever their ethnicity, culture, national origin or national status, whatever their gender, gender identity or sexual orientation and regardless of their faith background, religious or non-religious affiliation or their socio- economic background or family circumstances.
2. We recognise, respect and value difference and understand that diversity is strength. We believe that diversity is a strength that should be respected and celebrated by all those who visit, learn and teach here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between individuals, groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit equally all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our pupils. We expect that all pupils can make good progress and achieve to their highest potential. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
7. We will do our utmost to protect the rights of all our pupils. We believe all children should have equal access to human rights and that each and every child deserves our protection and to receive the best possible education we can provide.

Legislation and Guidance

The Equality Act 2012 was introduced to ensure protection from discrimination, harassment and victimisation on grounds of specific characteristics (referred to as *protected characteristics*). It replaces all previous public sector equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. For schools, this means that it is unlawful to discriminate against pupils or treat them less favourably because of their age, gender, socio-economic status, ethnicity (colour or national origin), disability, religion or belief (includes lack of belief), sexual identity and orientation, gender identity (they have assigned or plan to reassign), marital or civil partnership status, being pregnant or having recently had a baby (for employees).

Under the Equality Act 2012, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- **Eliminate unlawful discrimination, harassment and victimisation** 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 have a shared protected characteristic and those who do not.

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty (Equalities Policy).
- Publish Equality Objectives which are specific and measurable.

ROLES AND RESPONSIBILITIES

The governing body will:

- Have a commitment to equal opportunity and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.

- Evaluate a range of school data to check that all pupils are making the best possible progress, and that no group is underachieving. To do this, it monitors admissions, attainment, exclusions, parents' and pupils' questionnaires.
- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least every two years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils, communicate what is expected of them and can be expected from the school in carrying out its day to day duties.
- Promote the principle of equal opportunity when developing the curriculum.
- Ensure the school community receives adequate training and awareness to meet the need of delivering equality.
- Ensure that staff are aware of their responsibility to record and report prejudice related incidents.
- View all incidents of unfair treatment, and any racist incidents, with due concern.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Monitor success in achieving the objectives and report back to governors.

The Senior Leadership Team will:

- Support the Headteacher in meeting duties under the Equalities Act.
- Ensure fair treatment and access to services and opportunities.
- Ensure that staff are aware of their responsibility to record and report prejudice related incidents.
- Promote equal opportunities through their words and actions.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.

The teaching and non-teaching staff will:

- Support the Headteacher in meeting duties under the Equalities Act.
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated.
- Ensure all pupils are treated equally, to support positive outcomes for all pupils.
- Design and deliver an inclusive curriculum.
- Understand and acknowledge individual responsibility to record and report prejudice related incidents.
- Promote equal opportunities through their words and actions.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.

Visitors, Volunteers and Contractors should:

- Refrain from engaging in discriminatory behaviour or language on school premises.
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy.

ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance of the Equality Act, the schools aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school 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 continuous professional development.
- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. closing the gap in attainment between different groups).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

FOSTERING GOOD RELATIONS

The 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 foster good relations 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. We also work with parents to promote knowledge and understanding of different cultures.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- Enforcing the school's Behaviour Policy for pupils and Code of Conduct for staff setting out expectations about how we should treat each other with courtesy and respect.
- Preparing our pupils for life in a diverse society and promoting the spiritual, moral, social and cultural development of our pupils.
- Teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through assemblies and the curriculum.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Including the contributions of different cultures to world history in the curriculum and promoting positive images of different peoples.
- Providing opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- Keeping inline with Fundamental British Values (See DFE: Promoting fundamental British values as part of SMSC in schools), promote mutual respect and tolerance of those with different faiths and beliefs.

CURRICULUM

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated, where appropriate, to ensure the inclusion of:

- Boys and girls.
- Pupils learning English as an additional language; Pupils from minority ethnic groups.
- Pupils who are high attaining.
- Pupils with special educational needs and/or disability.
- Pupils who are looked after by the local authority.
- Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. Subjects contribute to the spiritual, moral, social and cultural development of all pupils. Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

TEACHING AND LEARNING

- We use contextual data to improve the support we provide to individuals and groups.
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings.
- We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement.

- We promote equality of access and prepare pupils for life in a diverse society.
- We use materials that reflect the diversity within society, within stereotyping or adapt them to meet particular needs. Books available in the library reflect accurately a range of cultures, identities and lifestyles.
- We challenge racist and discriminatory language and attitudes.
- We celebrate aspects of different cultures.
- We provide opportunities in the curriculum to explore concepts and issues related to identity and equality; regular assemblies highlight festivals from different cultures and traditions. Other assembly themes offer insights into the lives of migrant workers and asylum seekers, for example.
- We seek to involve parents and carers in supporting their child's education.
- We encourage discussion of equality issues in the classroom and staff room.
- We include teaching and learning styles which are inclusive and reflect the needs of our pupils
- We train staff on a variety of different areas including, pupil with PMLD (profound and multiple learning difficulties), SLD (severe learning difficulties), Autism and Sensory Impairments etc.
- Boys and girls are given the same opportunities throughout the school.
- Links with local organisations, e.g. Police where men and women fulfil the same role.
- Community cohesion is promoted through all curricular areas and activities that we do within school as well as in the local community.
- Pupils undertake studies of specific countries in topic lessons as part of a themed topic, e.g. Africa and Mexico and Australia.

TACKLING DISCRIMINATION

Harassment on account of race, gender disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

WHAT IS A DISCRIMINATORY INCIDENT?

Harassment on grounds of race, gender, disability or sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups of activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as 'any incident which is perceived to be racist by the victim or any other person'.

- Types of discriminatory incidents that can occur:
 - Physical assault because of gender, race, disability or sexual orientation.
 - Use of derogatory names, insults or jokes.
 - Racist, sexist, homophobic graffiti.
 - Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia.
 - Bringing discriminatory material into school.
 - Verbal abuse or threats.

- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation.
- Attempts to recruit others to discriminatory organisations or groups.
- Ridicule an individual.
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation.

We keep a record of prejudice-based incidents (involving *protected characteristics*) and when requested provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

EQUALITY IN ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

ADDRESSING PREJUDICE & PREJUDICE-BASED BULLYING

The school challenges all forms of prejudice and prejudice-based bullying such as:

- prejudices around disability or special educational needs
- prejudices around race, religion or belief, or prejudice towards travellers or people seeking asylum
- prejudices around gender and sexual orientation, including homophobic attitudes

We treat all bullying incidents equally seriously and keep a record of all prejudice-related incidents. We analyse this data and take action to reduce incidents.

EQUAL OPPORTUNITIES FOR STAFF

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community

POSITIVE ACTION

We will take positive and proportionate action to address any disadvantage faced by particular groups of pupils, for example through targeted support.

EMPLOYER DUTIES

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

Equality aspects relating to race, religion or belief, gender, disability, gender assignment, sexual orientation, pregnancy and maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory. Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for staff.
- Pay is relative to experience and responsibility not to gender or sexual orientation.

MONITORING AND REVIEW

The Headteacher will update the equality information we publish at least every year. This document will be reviewed every four years or earlier if it is considered necessary.

LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- Health and Safety Policy

Policy written:	February 2019		
Policy to be reviewed by:	February 2023		
Signed by Headteacher:	Karl Bardouille	Date:	
Signed by Chair of Governors:	Richard Page-Jones	Date:	