

# ***Thurlton Primary School***

## ***Equality Policy***



### ***Policy Consultation & Review***

This policy is referred to in our School Prospectus, is available on request from the School Office and is also on our website.

We inform Parents/Carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was reviewed and ratified by the Governing Body on: 1.3.2021

Signature

*Ms Howley*

Headteacher

Date: 1.3.2021

Signature

*J Howell*

Chair of Governors

Date: 1.3.2021

## **OUR SCHOOL COMMITMENT**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it, tackling prejudice and promoting understanding.

The purpose of this Policy is to set out how our practice and policies achieve this and explain how we aim to listen to and involve pupils, staff, Parents/Carers and the community in achieving better outcomes for our pupils

This policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, which we believe provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community: Pupils, staff, Parents/Carers, visitors and partner agencies, who we have and continue to engaged with.

## **OUR DUTIES**

We recognise and accept our equality duties as set out in the Equality Act 2010.

## **OUR SCHOOL WITHIN THE WIDER CONTEXT**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Thurlton Primary is a smaller than average primary school with low social deprivation and low numbers of ethnic minorities.

## **AIMS**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life,

## **OUR VISION STATEMENT**

Thurlton Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We firmly believe that all learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

## **OUR APPROACH:**

We actively seek opportunities to embrace the following key concepts:

- **Shared Humanity:** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity:** We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- **Independence, Interaction and Influence:** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- **Social cohesion within our school and within our local community, Personal and cultural identity:** We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Promoting fairness and social justice:** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

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.

We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **THE ROLES AND RESPONSIBILITIES**

The **HEADTEACHER** will:

- Ensure that staff, Parents/Carers, pupils, visitors and contractors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy and ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.

Our **SCHOOL STAFF** will:

- Be involved in the development of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- keep up-to-date with equalities legislation relevant to their work and make known any queries or training requirements
- promote an inclusive and collaborative ethos in their classroom, challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult

The **GOVERNING BODY** will:

- Designate a committee with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP).
- Support the Headteacher in implementing any actions necessary
- Engage with Parents/Carers and partner agencies about the policy.
- Evaluate and review the policy annually.

Our **PUPILS** will:

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy

Our **PARENTS/CARERS** will:

- Be given accessible opportunities to become involved in the development of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

## ***RESPONDING TO PREJUDICE BASED INCIDENTS***

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

### ***ELIMINATING DISCRIMINATION***

Harassment on account of race, religion or belief, gender or gender identity, disability or sexual orientation is unacceptable and is not tolerated within the school environment. We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived). We will take immediate action to prevent, challenge and eliminate any such behaviour. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

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All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/where necessary to the Headteacher. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body at each Governors Meeting through the Headteacher's Report.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

## **HOW WE HAVE DUE REGARD FOR EQUALITY**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. Below are listed some of the policies in place and practices that help us show due regard to the need to **eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act**. Information is available and can be requested on the following:

- We have a Behaviour Policy that has high expectations for good behaviour and discipline with clarity about procedures across the school.
- We have an Anti-bullying Policy (within the Behaviour Policy) that clearly gives the definition of bullying and outlines procedures should any bullying occur.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have an Accessibility Plan that demonstrates how accessible the school is to all children and adults. We have carried out accessibility planning for disabled pupils that increases the extent to which disabled pupils can participate in the curriculum, improves the physical environment of the school and improves the availability of accessible information to disabled pupils.
- Our admission arrangements are fair and are laid out in our Admissions Policy.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school.

We are committed to working for the equality of people with and without disabilities, therefore we:

- Support disabled learners and staff by meeting their individual needs.
- Take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. These might include the use of specialist equipment, planning academic interventions to support disabled pupils.
- Develop a curriculum that supports all pupils to understand, respect and value difference and diversity. In PSHE pupils learn explicitly about valuing diversity.
- Enabling all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- Ensuring that the curriculum has positive images of disabled people
- We hold half termly Pupil Progress Reviews to evaluate and assess pupil progress and attainment and use the evaluation to inform decisions about individual children and groups, including disabled pupils. In addition, class teachers have pupil progress targets set in their performance management.
- We have made sure that there are efficient interventions to support pupils with SEND. We celebrate even the smallest achievement that some pupils make, dependent on the individual needs of every pupil.
- Identify and address barriers to the participation of particular groups in learning and other activities by analysing needs and targeting interventions.
- Develop particular initiatives to tackle the motivation and engagement in learning of particular groups.
- Develop a curriculum that supports all pupils to understand, respect and value difference and diversity: During Black History Month learn about Black people who have influenced history.
- Provide all pupils to learn about the experiences and achievements of different communities and cultures, organise celebrations and special events relating to different communities and cultures
- Ensure that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain.

## **CONSULTATION AND ENGAGEMENT**

Our actions to advance equality have been informed by the input of staff, pupils and Parents/Carers. We have worked hard as a staff to earn the respect and trust of the school community with whom we work in partnership.

We have achieved this through:

- Feedback from the annual Parent/Carer and pupil questionnaires, Parents/Carers' evening.
- Regular newsletters are an efficient form of communication;
- The school website is a source of information about the school;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to learning.
- Issues raised in annual reviews or reviews of progress on Education Health and Care plans

## **OUR EQUALITY OBJECTIVES**

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective at least every four years. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

**Equality Objective 1:** Increase the extent to which disabled pupils can participate in the curriculum **and** Improve the environment to increase the extent to which disabled pupils can take advantage of the facilities

**Equality objective 2:** Ensure we are closing the attainment gaps between disadvantaged pupils and others in school and nationally.

**Objective 3:** Review levels of Parent/Carer and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement, ensure that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged

## **EQUAL OPPORTUNITIES FOR STAFF AND WITH RECRUITMENT**

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 re-assignment and faith or religion are considered when appointing staff to ensure decisions are free of discrimination.

All staff will comply fully with legislation which protects all staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that our workforce reflects our local community and wider society.

In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic **all encompassing** health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.

We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practice.

- We have procedures for addressing staff discipline, conduct and grievances.
- We have a Staff Code of Conduct which is reviewed each year and is logged in the Staff Handbook.

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## **MONITORING ARRANGEMENTS**

This policy will be reviewed by the LGB every year and at every review the policy will be approved by the Clarion Trust

## **LINKS WITH OTHER POLICIES**

This Equality Policy is linked to our

- Accessibility Plan
- Admissions Policy
- Behaviour & Anti-Bullying Policy
- PSHE Policy
- SEN Policy and Information Report
- Staff Code of Conduct

## **EQUALITY INFORMATION**

Thurlton Primary is a smaller than average primary school with low social deprivation and low numbers of ethnic minorities.

<i>Characteristic</i>	<i>Breakdown</i>
Number of pupils	56 41% male 59% female
Number of staff inc: Full time & part time	13 8% male 92% female
Number of Governors	6 34% male 66% female
Religion (Parents/Carers can indicate their religion belief on their child's admission form)	The largest group who identified themselves is Christian followed by families who say they have no religion.
Attainment on entry	Broadly average
Pupil mobility	Low, we serve a stable community
Pupils eligible for Free School Meals (FSM)	13 23% male 77% female
Pupils with Special Educational Needs (SEN)	15 60% male 40% female
Looked After Pupils	3 34% male 66% female
Ethnicity	98.22% white British 1.78% other ethnic groups combined (none more than 2%)
EAL (English as an additional language)	0
Attendance 2019 - 2020	89.67%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.