



# EQUALITY POLICY

Reviewed Sept 2021

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin our broad and balanced curriculum. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

## **Aiming high together to be:**

- Kind – show respect and care
- Cooperative – work well together
- Resilient – keep trying
- Responsible – reflect and learn
- Ambitious – challenge yourself

Our ethos is one, which nurtures through the recognition and celebration of all children's experiences and achievements - each child deserves to be respected and valued. Every child should succeed and be praised for their effort and successes.

This policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life for every person regardless of gender, race (includes colour, nationality and ethnic or national origin), disability, religious & belief, sexual orientation, age, pregnancy/maternity, gender reassignment.

Publishing equality information and setting our policy commitments is a requirement of the Equality Act 2010. The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School has considered how well we currently achieve these aims regarding the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief and, sexual orientation.

We have :

- Identified evidence already in the school of equality within policies and practice.
- Examined how our school engages with the protected groups.

### **Responsibility for the Policy**

All members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- the school complies with all relevant equalities legislation
- the school's Equalities Policy is reviewed annually
- the actions, procedures and strategies related to the policy are implemented
- they have an overview of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Senior Leadership team has responsibility for:

- providing leadership and vision in respect of equality, in partnership with the governing body
- overseeing and managing the implementation of the equality policy
- co-ordinating the activities related to equality and evaluating impact
- ensuring that adults who enter the school are aware of, and comply with, the equalities policy
- ensuring that staff are aware of their responsibilities

- take appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- the implementation of the school's equalities policy
- dealing with incidents of discrimination and identifying and challenging bias and stereotyping
- ensuring they do not discriminate on grounds of race, disability, sexual orientation or by any other protected characteristic

## **Our Policy Commitments**

### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- curriculum planning reflects a commitment to equality
- the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- opportunities are made in the curriculum to explore concepts and issues related to identity and equality
- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- the use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- it is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- a range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The ethos and culture of the school**

We strive for success through encouraging resilience, kindness, responsibility, cooperation and being ambitious. We have high expectations for all so everyone can be the best they can be. To achieve this we will:

- recognise leaders and staff of the school community are instrumental in demonstrating mutual respect between all members of the school community. We strive to make the school welcoming to everyone through openness and tolerance.
- encourage our children to greet visitors to the school with friendliness and respect
- support the use of images in assemblies and displays which reflect aspects of equality
- make reasonable adjustments to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- support the provision of the cultural, moral and spiritual needs of all children through planning of collective worship/assembly, classroom and off-site activities
- listen, respect and respond to pupil views in conferencing and School Council
- support positive role models to participate in the life of the school

### **Promoting Equality: Staff recruitment and professional development**

To support this we will ensure:

- all posts are advertised formally and open to the widest pool of applicants
- all those involved in recruitment and selection are aware of what they should do avoid discrimination to ensure equality of opportunity
- equalities policy is shared with staff
- regular supply staff are made aware of the equalities policy

### **Promoting Equality: Countering and challenging harassment and bullying due to a protected characteristic**

To support this we will ensure:

- counter and challenge all types of discriminatory behaviour
- challenge bullying, record and monitoring incidents
- governors monitor prejudice or bullying related incidents recorded in the bullying file/racist incident file

### **Promoting Equality: Partnerships**

We aim to work in partnership with parents/carers by:

- taking action to ensure all parents/carers are encouraged to participate in the life of the school
- maintaining good channels of communication, e.g. through parent surveys, to ensure parents' views are captured to inform practice
- working with the local community
- ensuring that the parents/carers of children in 'vulnerable groups' or pupils with disabilities are made to feel welcome.

Please read this policy in conjunction with the School Safeguarding Policy alongside the guidance found in the Gloucestershire Safeguarding Children's Board. Handbook [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook).

Protected characteristic	What evidence do we hold that we eliminate harassment, unlawful discrimination and victimisation?	How do we advance equality of opportunity for people who share a protected characteristic and those who do not	How do we foster good relations between people who share a protected characteristic and those who do not?
RACE	<ul style="list-style-type: none"> <li>• Racist incidents are recorded and monitored by the Headteacher and would be reported to the Local Authority and the governing body.</li> <li>• Cultures are celebrated through using a wide range of resources dressing clothes, assemblies, reading books, culture weeks etc</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform Policy in place.</li> <li>• Involvement and encouragement for everyone to take part in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lessons/assemblies develop individuals and sense of citizenship.</li> <li>• Teach European language and culture: French.</li> <li>• Curriculum topic based on other countries (Africa+Kenya, European country)</li> <li>• Links with other schools both in UK and abroad.</li> <li>• Staff model appropriate behaviour and vocabulary to the children</li> </ul>
DISABILITY	<ul style="list-style-type: none"> <li>• SEND attainment/progress data analysed.</li> <li>• PSHE curriculum raises awareness and understanding.</li> <li>• Liaise and receive support from</li> </ul>	<ul style="list-style-type: none"> <li>• Access to building amended, where possible, to accommodate people with disabilities: C5 ramp, C4 access via playground</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lessons/assemblies raise awareness of people with disabilities.</li> <li>• Awareness of disability raised through visitors to school</li> </ul>

	<p>outside agencies when needed</p> <ul style="list-style-type: none"> <li>Physical access to building to support access: front ramp to entrance/ ramp to C5</li> </ul>	<p>without step, disabled toilet</p> <ul style="list-style-type: none"> <li>Reasonable adjustments made to support all children on educational visits</li> <li>Staff training.</li> <li>Use of external agencies to promote access to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Use of buddies who help children who are new, injured or need support.</li> <li>SEND children supported in and out of lessons</li> </ul>
<b>SEX</b>	<ul style="list-style-type: none"> <li>Attainment data is analysed in gender groups.</li> <li>Staff adverts are non-gender specific.</li> </ul>	<ul style="list-style-type: none"> <li>Themes of learning takes into consideration boy/girl heavy cohorts</li> <li>Planned activities/clubs of interest to both sexes.</li> <li>All clubs open to both sexes.</li> <li>Inclusive language used when talking with pupils/ parents/carers</li> <li>Avoid stereotyping and challenge stereotyping if seen</li> <li>Involvement and encouragement for all to take part in activities</li> <li>National salary scale for employees.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE lessons/assemblies raise awareness of differences, and equality</li> </ul>
<b>GENDER REASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Not applicable at present time.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>Deal with on a case by case basis – offering support to child and family</li> </ul>
<b>PREGNANCY AND MATERNITY</b>	<ul style="list-style-type: none"> <li>Staff encouraged to share information.</li> <li>Risk Assessments carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils taught about difference/different families.</li> </ul>	<ul style="list-style-type: none"> <li>PSHCE lessons/assemblies raise awareness of differences and equality.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maternity/ paternity leave.</li> <li>• Provision of childcare facilities for visitors if needed.</li> </ul>		
<b>AGE</b>	<ul style="list-style-type: none"> <li>• DOB of staff not requested on application form to avoid age discrimination</li> <li>• Admission/Application form for collection of data. Data relevant and confidential</li> <li>• Curriculum caters for different aged children in lessons.</li> <li>• Flexibility in induction for YR based on need and date of birth.</li> </ul>	<ul style="list-style-type: none"> <li>• Age appropriate lessons are planned and delivered.</li> <li>• Age related opportunities given ie. clubs available for year groups.</li> <li>• Equal opportunities for Governors, staff &amp; children</li> </ul>	<ul style="list-style-type: none"> <li>• Range of adults of different ages working/volunteering in school.</li> <li>• Events such as meeting &amp; singing for the elderly</li> </ul>
<b>RELIGION AND BELIEF</b>	<ul style="list-style-type: none"> <li>• Information collected on admission form and recorded on SIMS</li> <li>• All religions welcome in our School.</li> <li>• Involvement of parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform Policy in place. Supportive of amendments for religious reasons.</li> <li>• Involvement and encouragement for everyone to take part in all activities</li> <li>• Alternative arrangements would be made for children/adults for collective worship/assembly.</li> <li>• Religious days of worship, such as Eid, authorised.</li> <li>• Share information and discuss concerns with parents/carers over any aspects of PSHE and Relationships Education &amp; Sex Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Gloucestershire Diocese RE curriculum taught.</li> <li>• Christian and non-religious songs sung in collective worship/assembly.</li> <li>• Visitors from local denominations (CofE, Methodist).</li> <li>• All children and staff welcome to participate in activities, celebrations etc.</li> <li>• Visits to school by local Methodists one a term: Open the Book story</li> </ul>

<p><b>SEXUAL ORIENTATION</b></p>	<ul style="list-style-type: none"> <li>• Homophobic incidents are recorded and monitored by the Headteacher.</li> <li>• Admission/Application form for collection of data. Data relevant and confidential</li> <li>• Strive to use inclusive language used when talking with pupils /parents /carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid stereotyping and challenge stereotyping if seen</li> <li>• Involvement and encouragement for everyone to take part in all activities</li> </ul>	<ul style="list-style-type: none"> <li>• PSHCE lessons teach difference/different families</li> <li>• Assemblies raise awareness of differences and equality.</li> </ul>
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