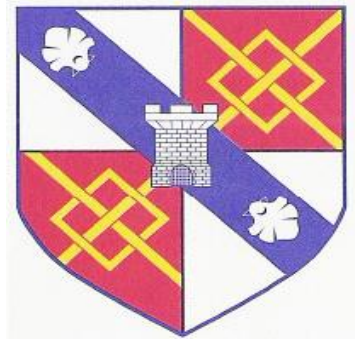


EARL SPENCER PRIMARY SCHOOL

"STRIVING FOR EXCELLENCE"



Equality Information and Objectives

Date reviewed: 24th January 2023

Responsible Personnel: Head Teacher

Adopted: **24th January 2023**

This policy will be reviewed yearly and updated at least every 4 years.

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics - between people who share a protected characteristic and people who do not share it

(Protected characteristics - The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships.)

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Vision

- Our whole school community will treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.
- We (the community) will develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.
- We will provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities.
- Our whole school community will be supported in all aspects of school life enabling them to achieve, feel included, and belong.
- Our whole school community will understand, develop and show mutual trust, confidence in each other, and ensure that all stakeholders feel listened to and valued.
- For all of us to understand our role as a citizen of the school, the town, the country and the world, and the responsibilities this carries towards ourselves, each other and the environment we live in.

4. Mission Statement

We value every child for what they are and endeavour to prepare them to become lifelong learners.

5. Equal Opportunities

At Earl Spencer Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

6. Disability Statement

Earl Spencer Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of the building and have disabled toilet facilities within the school. As with any additional needs the schools work closely with parents and appropriate outside agencies

7. Our vision statement about Equality

Earl Spencer 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 will try 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.

8. Roles and responsibilities

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy through asking for feedback wherever possible.
- oversee the effective implementation of the policy
- 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
- update the policy every 4 years and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the staff team is kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- take full responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the SLT in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy every 3 years, and the objectives annually

Our Senior Leaders will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SDP

Our pupils/students will:

- be involved in the further development of the Policy through the PSHE curriculum 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 school staff will:

- be involved in the further development of the Policy through SLT forum and opportunities for feedback on issues both general and specific.
- 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
- make known any queries or training requirements

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy through parents' forum and other engagement activities.
- 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

9. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act - for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each year.

10. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)

11. Fostering good relations

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities...

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- test arrangements
- behaviour management approaches and sanctions
- suspension procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies

- preparation of pupils for the next phase of education
- learning, teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or a trip to promote an aspect of learning.
- access to school sports
- employees' and staff welfare
- global links
- the explicit teaching of tolerance as a British value

12. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

The school equality decisions are added on to the risk assessment that staff complete when planning school trips and activities-this record is completed by the member of staff organising the activity.

13. Monitoring arrangements

The headteacher will review the equality information we publish, at least every year.

This document will be updated by the headteacher at least every 4 years.

This document will be approved by governing body.

14. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Safeguarding Policy
- › Staff Code of Conduct
- › SRE Policy
- › Behaviour Policy
- › Collective Worship Policy
- › School Uniform Policy
- › SEN & Inclusion Poli

15. Equality objectives

Link to Public Sector Equality Duty	Protected characteristic: Aim:	Objective:	Target group(s): e.g. whole school, girls, boys,	Action:	Who's responsible?	Dates to:	Milestone/progress:
All	All To increase pupil, staff and governors awareness of legal duties around equality and what this looks like within the school context.	For all stakeholders to understand what is meant by a protected characteristic	All pupils, governors and staff	<ul style="list-style-type: none"> Equality Act to be taught through PSHE units (Living in the Wider World; Relationships) Assemblies to make explicit the equalities act when discussing diversity Staff inset on diversity to discuss the legal framework 	Whole staff/SLT	July 2023	Staff and pupils awareness of equality is raised and all are able to identify how this affects them in school and the wider world.
All	All To ensure changes to the use of support staff are well considered and managed to ensure good outcomes for children with SEND or vulnerable to under achievement	For all pupils to be appropriately challenged and engaged through well planned and managed classroom support	Staff	<ul style="list-style-type: none"> Staff to be aware of children vulnerable to under achievement and to reflect this in their planning e.g. use of TA to support) 	Teaching staff - monitored by SENDCO and inclusion lead	July 2023	All groups of children will have made adequate progress (as defined by SEND code of practice) in all subjects.
All	All To ensure that recruitment strategies encourage applications from those who reflect the diversity of our area across all protected characteristics	For the staff within the school to better reflect the backgrounds and experiences of the children	Governors, staff	<ul style="list-style-type: none"> Ensure the removal of the final section in application form, identifying medical need, disability or ethnicity before the applications are sent to those who are interviewing applicants in order to reduce unconscious bias. 	Administrative staff, governors, senior leaders	July 2023	All applications will be anonymised and so shortlisted on the basis of the quality of the personal statement alone.

