



LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, Learning for Life’

Equality Policy and Action Plan

Ratified by Governors

Date: March 2021

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STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Legrave Primary School

Single Equality Policy

This Policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender. Through this policy Legrave Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, and governors in addition to visitors to Legrave Primary School.

Legal Framework

Schools have a duty to comply with the Equality Act 2010. The Equality Act introduced a single Public Sector Equality Duty (PSED) which came into effect in April 2011 and applies to public bodies, including schools. The PSED has three main elements:

- the need to eliminate unlawful discrimination;
- the advancement of equality of opportunity between people who share a protected characteristic* and people who do not share it;
- the fostering of good relations for pupils, staff and others using school facilities.

*There are nine equality strands (known as Protected Characteristics):

disability;
ethnicity (including Gypsy and Traveller groups);
gender;
gender identity and transgender;
faith, religion and belief;
marriage and civil partnership;
sexual orientation (homophobia);
pregnancy and maternity;
age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Legrave Primary School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Legrave Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) Equality Information
- (ii) Our Equality Objectives and to monitor, and report upon these annually.

Aims

At Leagrave Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion 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 able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Leagrave Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Guiding Principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they have disabilities;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender or gender identity;
- whatever their sexual identity and orientation.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences are recognised;
- sexual identity and orientation.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

Policies, procedure and activities promote:

- positive attitudes and actions towards people with disabilities, good relations between those who have disabilities and those who do not, and an absence of harassment of people with disabilities;
- positive interaction, good relations and dialogue between groups and communities who are different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between people of different genders and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they have disabilities;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without;
- people of different ethnic, cultural and religious backgrounds;
- people of different genders;
- people of any sexual orientation.

Principle 6: We consult and involve widely.

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- people with disabilities and those without;
- people of different ethnic, cultural and religious backgrounds;
- people of different genders;
- people of any sexual orientation.

Principle 7: We address prejudice and prejudice related bullying.

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit.

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- people with disabilities and those without;
- people of different ethnic, cultural and religious backgrounds;
- people of different genders and those who are transgender;
- people of any sexual orientation.

Principle 9: Objectives.

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- SEN and disability;
- ethnicity;
- gender.

Objectives

As well as the specific actions set out in the Equality Plan (2020), 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:

- Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum;
- Advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations;
- Ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin or religious beliefs;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and special education need or disability and take action to close 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 and language or other prejudice;
- Provide opportunities for pupils 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 and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles without stereotyping.
- When it is reviewed, each curriculum subject will ensure that teaching and learning reflects our Guiding Principles as set out above.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. The LA co-ordinates admissions for children who are starting school but all in-year and Nursery admissions are processed by the school. The school uses its own Admissions Policy (Please see the Admissions Policy) which ensures that all procedures are fair and not discriminatory.

Exclusions will always be based on the school's Behaviour Policy. (Please see the Behaviour Policy)

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Legrave Primary School.

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 staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer's Duties

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

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.

Responsibilities

The Governing Body will:

1. Ensure that the school complies with equality-related legislation.
2. Ensure that the policy and its procedures are implemented by the Head Teacher and staff.
3. Ensure all other school policies promote equality.
4. Give due regard to the Public Sector Equality Duty when making decisions.
5. A member of the Governing Body has the role of monitoring the implementation of this policy.

The Head Teacher and Senior Leadership Team will:

1. Implement the policy and its related procedures.
2. Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
3. Take appropriate action in any case of actual or potential discrimination.
4. Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.
5. Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.
6. Ensure that a senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.

All Staff will:

1. Be models of equal opportunities through their words and actions.
2. Adhere to this policy, its commitments and procedures, and their responsibilities associated with this policy.

3. Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school and not discriminate on any grounds.
4. Deal with any prejudice related incidents that may occur and know how to identify and challenge prejudice and stereotyping.
5. Plan and deliver curricula and lessons that reflect our Guiding Principles.
6. Provide and analyse quantitative and qualitative data that supports better understanding of groups with protected characteristics and any issues that may arise, e.g., attendance, bullying, exclusion.
7. Attend such training and information opportunities as necessary to adhere to and understand this policy and keep up to date with equality legislation.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

All staff and Governors will exercise their safeguarding responsibilities in relation to equality and ensure that any bullying or challenging of Human Rights is addressed immediately.

All Pupils will:

1. Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

All Parents and Carers will:

1. Support our school in its implementation of this Single Equality Policy
2. Adhere to this policy in their behaviour and the language they use.
3. Ensure their children attend and engage in the learning.
4. Inform staff about any prejudice related incidents that occur.

Visitors (e.g. volunteers, contractors) will:

1. Be aware of, and comply with, the school's Equality Policy.
2. Comply with any equality requirements contained within contracts to work.
3. Refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Leagrave Primary School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Migrants, refugees and people seeking asylum;
- sexism and homophobia.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment. 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. Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a protected characteristic at a disadvantage.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person.'

Victimisation occurs when a person is treated less favourably, than they otherwise would have been, because of something they have done ('a prohibited act') in connection with the Act.

Types of discriminatory incident:

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges/signs;
- Incitement of others to discriminate due to victim's race, disability, gender or sexual orientation;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations; and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation;

Breaches of the Policy

- Breaches of this Single Equality Policy will be managed in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.
 - If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the school's complaints procedure. (Please see the Complaints Policy)
 - Complaints by staff will be dealt with under the Grievance Policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equality Policy.
- (Please see the Grievance Policy)

Policy Implementation

The School Governing Body is responsible for the implementation, review and evaluation of this policy. It will be consulted during the review of this policy.

This policy is freely available to all staff, parents/carers and service partners on the Website and hard copies are available, on request, from the school's office. It will form part of staff induction.

This policy was written by the LPS SLT in consultation with the staff of Legrave Primary School.

The person responsible for the implementation of this policy is Debbie Bastin, Inclusion Manager.

It will be evaluated by the above.

It will be reviewed in March 2024 or before if procedures change.

It was agreed and adopted by the Governing Body of Legrave Primary School in March 2021.

This policy will be implemented in March 2021.

Signed _____ Date _____

Chair of Governors



Leagrave Primary School
 'Striving for Excellence, Learning for Life'
Equality Action Plan 2017-2020

| Equality Strand | Aim | Current practice | good | Action | Person responsible | Date to complete actions by | Success Criteria |
|-----------------|---|---|------|---|------------------------------|-----------------------------|--|
| All | All staff, parents, governors are aware of the Equality Action Plan. | The staff are aware of the need for equality and the need to provide opportunities that every child can access. | | Publish and promote the Equality Plan through the school website, (2017-18) newsletter, and staff and governor meetings (2017-18). | Inclusion Manager | Ongoing | All staff, are familiar with the principles of this Equality plan and teachers use them when planning lessons and setting up classroom environments. All staff and Governors are familiar with the principles of this Equality Plan and use them when dealing with members of staff, parents and pupils. |
| All | Close monitoring of achievement will enable pupils to be provided with appropriate learning opportunities in which they will achieve and make progress regardless of race, ethnicity, gender, SEND etc. | We monitor and analyse pupil achievement by race, gender, SEND to ensure that all pupils are able to achieve. | | Having analysed data termly, extra support is given to every pupil who is not making expected (or better) progress regardless of race, gender, ethnicity, SEND. 2017-18 | Inclusion Manager and SENDCo | Ongoing | Analysis of teacher assessments and termly/ annual data will demonstrate further narrowing of any gaps between 'equality' groups. |
| All | Ensure that the curriculum promotes role models and heroes | We celebrate the lives of heroes and role models in Black History | | Ensure that the curriculum used in class promotes such role models | SMSC Lead | Ongoing | An increase in confidence and participation of targeted groups. |

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| | that pupils positively identify with and which reflect the school's diversity in terms of 'equality groups'. | Month, have had visits from Olympians from the Paralympics games | and heroes rather just being celebrated at specific times. | | | |
| All | Recognise and represent the talents of pupils from equality groups' in More Able programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender. | A register is in place for those pupils who display that they are more able and need more challenge. | The More Able register to be monitored by race gender and disability | Assistant Head with responsibility for More Able pupils | From October 2017 | Analysis of the More Able register indicates it reflects the school's diversity |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Some displays across the school do reflect diversity. | An expectation to be shared with teachers that their displays should reflect diversity. Displays to be monitored termly | Inclusion Manager and Art Lead | Ongoing | More diversity reflected in school displays across all year groups |
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election), class assemblies, fund raising etc. | The school has a School Council which is made up of pupils who have been voted for by peers. We also have prefects and play leaders. | Digital Leaders will be introduced this year. 2018 Representation on all these bodies will be monitored by race, gender and disability. | ICT Lead Assistant Heads responsible for School Council and Prefects. | Autumn 2017 Every October | There is diversity amongst the pupil bodies which make positive contributions to the life of the school. |
| All | Encourage children from all 'equality groups' to attend | We have very popular before and after school sports | Staff who run the before and after school clubs to | Inclusion Manager | Termly | There will be greater diversity at before and after |

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| | before and after school clubs, as some ethnic groups are known to be under represented at these. | clubs | monitor which groups are accessing the clubs and which are not. They will introduce initiatives to encourage any groups that are under-represented to participate. | | | school clubs. |
| All | All stakeholders can access every aspect of school life / building | See Accessibility Plan 2017. | Risk assessments to be carried out Environmental walks to be carried out to ensure the whole school is accessible for all | SLT and Business Manager | Termly | The whole school will be accessible to all, regardless of any SEND, EAL or other needs people may have. |
| Gender | Continue to have positive male role models in school | | Encourage opportunities for male role models to visit and/or volunteer in school | SLT | Ongoing | Boys will be able to identify with male role models. |
| Community Cohesion | Greater and continued opportunities for children to visit a range of places of worship to allow children to develop an understanding of how different faiths worship and the diverse nature of our community RE plans will include visits to or from a variety of different places of worship or faiths | We celebrate many cultural and religious events and festivals throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. | RE plans will include visits to or from a variety of different places of worship or faiths-2018 | R.E. Lead | Ongoing | Increased awareness and acceptance of different communities and faiths. |
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Legrave Primary School
 'Striving for Excellence, Learning for Life'
Equality Action Plan 2020-2023

| Equality Strand | Aim | Current good practice | Action | Person responsible | Date to complete actions by | Success Criteria |
|-----------------|--|--|---|--------------------------------|-----------------------------|---|
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Some displays across the school do reflect diversity, especially with regards to race, ethnicity, religion and gender. | An expectation to be shared with teachers that their displays should reflect diversity. Displays to be monitored termly | Inclusion Manager and Art Lead | Ongoing | More diversity reflected in school displays across all year groups particularly with regard to disabilities. |
| All | Encourage children from all 'equality groups' to attend before and after school clubs. | We have very popular before and after school sports clubs | Staff who run the before and after school clubs to monitor which groups are accessing the clubs and which are not. They will introduce initiatives to encourage any groups that are under-represented to participate. | Inclusion Manager | Termly | There will be greater diversity at before and after school clubs. |
| All | To raise progress levels in core subjects for vulnerable learners. | All children's progress and attainment is tracked and monitored closely by teachers, subject leaders and SLT. Pupil progress meetings are held | DB to track the progress of vulnerable pupils and to discuss children with teachers when children are not making expected | Inclusion Manager | Termly | The gap in the amount of progress made by vulnerable pupils and those who are not known to be vulnerable, in core subjects, will close. |

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| | | termly to ensure pupils are making progress. | progress or as much progress as others within the cohort. | | | |
| All | To review levels of parental engagement in school life, across all areas and to ensure equity and fairness in access, engagement and in the voice they have. | We offer many opportunities for parents to engage in school including: Parent workshops <ul style="list-style-type: none"> • Information sessions • Meet the Teacher • Parent consultations • Curriculum mornings • Parent Forum • Parent Governors • Parent volunteers | To review the levels of engagement at these events and to ensure that there is equity across all equality groups for parents to access them. | Head Teacher Inclusion Manager | Ongoing | All equality groups will be represented at opportunities for parental engagement within the school. No group of parents will be over or under represented in parental engagement due to the school not ensuring equity and fairness for all. |
| Gender | Boys in Early Years and Key Stage 1 to make more progress in writing so that the gap between girls and boys achieving a Good Level of Development at the end of Early Years and at the end of Year 1 will be closed. | The Year 1 and Early Years teachers have worked towards closing this gap over the past year. They have encouraged writing outside, topics following the boys' interests, been superhero writers etc. The gap has closed slightly but it needs to be even smaller. | The Year 1 and Early Years teachers are to work towards this as part of their appraisal targets. This will be a priority for them. They will develop further ways to encourage they boys in Nursery, Reception and Year 1 to make marks and to write more frequently. | Y1 and Early Years SLT link Phase Leader for Year 1 Early Years Lead Year 1 teachers Early Years teachers | Summer 2021 | The gap between boys and girls being on track in their writing will have closed by the end of the school year. This will mean that the gap between boys and girls achieving a Good Level of Development should also close and the gap between the girls who are writing at expected levels and boys doing so at the end of Year 1 will have closed. |

