



# Equalities Policy and Objectives

## 1. Introduction

This document meets the requirements under the following legislation and will be published on our website:

- 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 publicise information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is for the whole school community, staff, children, parents and governors. It will evolve over time as we learn how to improve equality of opportunity further in our school. The impact of the objectives will be reviewed annually by the governors to ensure that our plans are on target.

## 2. Underlying Principles

Everything we do at Ivydale Primary School is built upon the values of Respect, Responsibility and Positivity. We will ensure we meet our obligations under the Equalities legislation. In particular, we want to ensure equality of education and opportunity for all pupils and eliminate discrimination for all whether pupils, staff, parents, carers or others engaging with the school. 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, sex, disability and socio-economic background 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 Ivydale Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to equalise opportunity and narrow any attainment gaps so that all children are achieving as well as they can, taking into account their capabilities and starting points.

We understand that to ensure equality we will need to develop our offer to ensure equity.

## 3. Our duties under the Equalities Act

The Equality Act 2010 is concerned with discrimination against the specific protected characteristics. These are:

- Disability
- Gender reassignment
- Pregnancy and maternity/paternity

- Race (this includes a person's colour, nationality and/or ethnic or national heritage)
- Religion or belief
- Sex and gender
- Sexual orientation and identification
- Same sex parent families
- Age
- Marriage and civil partnerships

Schools are under a duty not to discriminate in relation to:

- Admissions (see further section 7)
- Exclusions (see further section 7)
- Provision of education (see further sections 4, 5 and 6)
- Access to any benefit, facility or service (see further section 8)

Schools are also under a general public sector equality duty to have regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation (see further section 4)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it (see further section 5)
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it (see further section 6)

Under the Equality Act 2010 it is never discrimination to treat a disabled pupil more favourably because of their disability and, at Ivydale we will make reasonable adjustments for disabled people and pupils with special educational needs (for more details please see our Accessibility Plan and SEND Information Report).

#### **4. Eliminating unlawful discrimination, harassment and victimisation**

At Ivydale Primary School, we are aware of our obligations under the Equality Act 2010 and comply with the non-discrimination provisions. We are also aware of discrimination that can take place within our unconsciousness, causing us to be biased in a way that is harmful to others. At Ivydale Primary School, we are committed to challenging the seen and unseen biases that lead to inequality.

This section helps set out a broad overview of our obligations to help staff and governors better understand the requirements. In addition, as part of their induction, new staff receive input on the issues surrounding the Equality Act and all staff receive refresher training where appropriate and in line with any change in law and as a reflection of the local and national need.

Discrimination (whether direct or indirect), harassment and victimization are all unlawful behaviours under the Equality Act 2010. 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 member of the Senior

Leadership Team in accordance with the Anti-Bullying Policy. All incidents are reported to the headteacher and racist incidents are reported to the Governing Body on a termly basis.

#### 4.1 What is unlawful behaviour under the Equality Act 2010?

- **Direct discrimination** occurs when one person treats another less favourably because of a protected characteristic (race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, marriage or civil partnership). For example, if a school were to refuse to let a pupil play football because she was a girl.
- **Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage. For example, holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. If the practice can be shown as a proportionate means of achieving a legitimate aim, it will not be indirect discrimination.
- **Harassment** is unwanted conduct related to a relevant protected characteristic (disability, race, sex, pregnancy or maternity) which has the purpose of effecting or violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. For example, a pupil is ridiculed in front of her class because of a disability.
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they, or in the case of a child their parent, has done in connection with the Equality Act 2010. For example, a member of staff being treated less favourably because they have made an allegation of discrimination.

#### 4.2 Types of discriminatory incident

Types of discriminatory incidents that can occur intentionally or unintentionally might include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, religion, sexual orientation or sex;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats related to protected characteristics;
- Incitement of others to discriminate or bully due to victim's race, disability, religion, sex or sexual orientation;
- 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, sex, religion, disability or sexual orientation;
- Micro-aggressions through comments and actions towards others;
- Using phrases or historical references which are discriminatory e.g. phrases such as "Mufti day" or playing "Chinese Whispers".

### **4.3 Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The procedure for responding and reporting is outlined below:

## **5. Advancing equality of opportunity**

Equalising opportunities means ensuring that all children can achieve and that these achievements are valued. As set out in the DfE guidance on the Equality Act 2010, the school 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 protected 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 clubs).

At Ivydale we focus on the following three key elements to ensure equity in accessing life and learning opportunities:

### **5.1 Equity of access to the curriculum**

It is not sufficient to provide a curriculum and leave children to benefit from it. The school's role is to promote access to the curriculum and development through it. An accessible curriculum will have elements in it that attract and enable all children e.g. mixed ability groupings, learning through different styles, building skills around how we learn, use of braille, adaptation, studying different cultures, reasonable adjustments for pupils with additional needs, and open-ended activities to ensure all children achieve to the best of their ability.

### **5.2 Equity of contribution**

Children do more than receive knowledge; they contribute themselves to the process of education by bringing to it their own cultural experiences, values and perspectives. At Ivydale we utilise such contributions in the learning process e.g. children bringing in photos/artefacts from home to share with the class, older children helping younger children, parents invited to share their experiences and skills with the class or in assemblies.

### **5.3 Equity of esteem**

Children need to be shown respect as individuals and family members to develop self-esteem. Similarly, they also need to be shown how to respect other children. The partnership between parent and school in the education of the child is particularly important. Everything we do in terms of developing our children and each other is underpinned by our values of Respect, Responsibility and Positivity.

## **6. Fostering good relations**

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:

- Analyse and use data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data termly by ethnicity, sex and disability and action any gaps (this also includes those in receipt of the pupil premium funding);
- Report this information to the Standards Committee along with actions to be taken to tackle any gaps;
- Address any issues arising from data as part of our PLP process;
- 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, sex, religion and disability, without stereotyping;
- Promote attitudes and values that will challenge and weaken racist and other discriminatory behaviour or 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils, whilst differentiating approaches and resources where necessary to ensure equity
- Ensure that children who are eligible for the pupil premium support offered at Ivydale are supported through additional targeted provision with the aim of reducing the attainment gap between pupil premium children and others.

## **7. Admissions and exclusions**

The local authority admissions arrangements are fair and transparent, and do not discriminate on race, sex, disability or socio-economic factors. All admissions adhere to section 85 of the Equality Act 2010 which deals with the equal treatment of all pupils and follows the School Admissions Code 2014. Exclusions will be based on the school's Behaviour for Learning Policy and will always give consideration to the DfE Exclusions Guidance. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **8. 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
- Location and equality of trips is reflective of the heritage and culture of the pupils

## **9. Roles and responsibilities**

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
- Monitoring of equalities by the governing body is carried out through the sub committees.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Share this policy with staff and allow time for them to read and engage with it
- Monitor success in achieving the objectives and report back to governors Page 7 of 11
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

## **10. Review of progress and impact**

This document has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. We will update the equality information we publish every year and this document will be reviewed and approved by the Governing Body at least every 4 years or more frequently if legislation changes.

<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Publish and promote Equality information and objectives	Put this document on the school website and highlight in newsletter	DHT	As soon as agreed by GB	Document available to whole school community
Monitor and analyse pupil achievement, attainment and attendance by key characteristics; act on any trends or patterns	Analyse internal and external data as well as other monitoring activities in school	DHT/HT/GB	Termly	Analysis demonstrates gaps are narrowing
Curriculum promotes role models that children positively identify with and which reflect the school's diversity	Increase in pupils' participation, confidence and eagerness to engage with curriculum	Subject leads	Ongoing	Notable increase in participation and confidence of targeted groups. Greater parent and child involvement in the curriculum
Displays promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity	All	Ongoing	More diversity reflected in school displays
All pupils receive appropriate adaptation to learning in order to make best progress	Monitoring of curriculum provision - evidence of appropriate adaptation Close tracking of attainment and achievement with swift intervention where gaps emerge	All	Ongoing	<ul style="list-style-type: none"> <li>All children regardless of need or background achieve or exceed predicted levels of attainment</li> <li>Almost all teaching is good or outstanding -All pupils have access to appropriate teaching and learning provision</li> <li>All needs are identified and the relevant support is planned and pupil progress monitored closely</li> </ul>
Increase pupil awareness of cultural events throughout the year and understanding of different communities within the curriculum, in Monday assembly and events	Curriculum plans monitored Annual assembly plan in place Events planned - attendance monitored	Subject leaders  HT  SLT	Ongoing	Children are aware of the cultures represented in their class and school. Attendance at events reflect the school's diversity.
Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	SLT & GB to use data to assess impact of the school's response	SLT, GB	Ongoing	Staff are aware of, and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body

