

Equality policy

Gretton Primary School



Approved by:	Richard Woolston	Date: October 2022
Last reviewed on:	Autumn 2022	
Ratified by:	FGB	
Ratified on by:	[Date]	
Next review due by:	[Date]	

Statement of principles

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 and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Gretton School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion within a working party and then reviewed in consultation with staff, pupils, parents, and governors before being shared with the whole school community.

Monitoring and Review

The Headteacher will be responsible for Equalities and co-ordinating the monitoring and evaluation. They will be responsible for:

- providing updates on equalities legislation and the school's responsibilities;
- working closely with the governor responsible for this area;
- supporting evaluation activities to monitor the impact and success of the policy on pupils from different groups, e.g SEN, children in care, minority ethnic and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Behaviour and exclusions
 - Attendance
 - Incidents of discrimination and all forms of bullying
 - Participation in extra-curricular activities
 - Staff recruitment and retention
 - Visits and visitors

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 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 is 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 pupils in their own learning.

Promoting Equality: The ethos and culture of the school

Our motto at Gretton School is 'learning and working together'.

- we are aware that the leaders 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;
- our children are encouraged to greet visitors to the school with friendliness and respect;
- the displays around the school reflect diversity across aspects of equality;
- reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities); provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom and off-site activities;
- pupils' views are actively encouraged and respected. Pupils are given an effective voice through the School Council and pupil questionnaires;
- positive role models are encouraged to participate in the life of the school.

Promoting Equality: Staff recruitment and professional development

- all key posts are advertised formally and open to the widest pool of applicants;
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity;
- equalities policy and practice is covered in all staff inductions;
- regular supply staff and contractors are made aware of the equalities policy and practice;
- employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and challenging harassment and bullying

- the school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- the school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the headteacher is responsible for recording and monitoring incidents;
- the school reports regularly to governors on any prejudice or bullying related incidents recorded in the school log.

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 forums, to ensure parents' views are captured to inform practice;
- encouraging members of the local community to join in school activities and celebrations;
- ensuring that the parents/carers of children in 'vulnerable groups' or pupils with disabilities are made to feel welcome.

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 regularly and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand-alone documents);
- 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 and schemes;
- 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 and are given relevant training and support;
- taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- the implementation of the school's equalities policy and schemes;
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or by any other protected characteristic;
- following the terms of any equalities legislation.

Measuring the Impact of this Policy

- The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

Gretton Primary School

EQUALITIES INFORMATION

For the period Autumn 2022 to November 2026

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 with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

Protected characteristic	Aims of the general duty		
	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"> • Racist incidents are recorded and monitored by the Headteacher and would be reported to the Local Authority. • Cultures are celebrated through using a wide range of resources dressing clothes, assemblies, reading books etc. 	<ul style="list-style-type: none"> • Uniform Policy in place. • Involvement and encouragement for everyone to take part in all activities. • Supporting families through regular communication for children newly-arrived or newly- English speakers. • Work with other schools with more experience of EAL pupils - eg St Johns. 	<ul style="list-style-type: none"> • PSHE lessons/assemblies develop individuals and sense of citizenship. • Teach languages. • Links with other schools both home and abroad. • Staff model appropriate behaviour and vocabulary to the children.
Disability	<ul style="list-style-type: none"> • SEN attainment/progress data analysed. • PSHE lessons raise awareness and understanding. • School building, where possible, accommodates people with disabilities. • Staff record whether they 'consider themselves to have a disability' on appointment. • Liaise and receive support from outside agencies. 	<ul style="list-style-type: none"> • Support staff available/employed to assist children who need help as appropriate. • Access to building (eg through neighbours property) sought. • Staff training. • Use of external agencies to promote access to the curriculum. 	<ul style="list-style-type: none"> • PSHE lessons/assemblies raise awareness of people with disabilities. • Awareness of disability raised through visitors/visits school • Use of buddies who help children who are new, injured or need support. • SEN children supported in and out of lessons

<p>Sex</p>	<ul style="list-style-type: none"> • Attainment data is analysed in gender groups and compared to local/national gaps. • Staff adverts are non-gender specific. 	<ul style="list-style-type: none"> • Boys writing a focus within school. • All clubs open to both sexes. • National salary scale for employees. • Planned activities of interest to both sexes. 	<ul style="list-style-type: none"> • PSHE lessons/assemblies raise awareness of differences, and equality. • Living & Growing Resource used in Eagles - other year groups explore changes to their bodies.
<p>Gender Reassignment</p>	<ul style="list-style-type: none"> • Not applicable at present time. 	<ul style="list-style-type: none"> • Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity. 	<ul style="list-style-type: none"> • Deal with on a case by case basis - offering support to child and family
<p>Pregnancy and Maternity</p>	<ul style="list-style-type: none"> • Staff encouraged to share information. • Risk Assessments carried out. • Flexible time off for antenatal appointments etc. • Adjustment to hours of work to current needs with agreement such as part time. • Maternity/ paternity Leave. • Choice of return date(s). • Provision of childcare facilities for visitors (feeding, changing etc) 	<ul style="list-style-type: none"> • Pupils taught about difference/different families. 	<ul style="list-style-type: none"> • PSHE lessons/assemblies raise awareness of differences and equality. • Living & Growing Resource used in Eagles - other year groups explore changes to their bodies. • Keep in touch with members of staff on maternity/paternity - invited to social events etc.
<p>Age</p>	<ul style="list-style-type: none"> • Admission/Application form for collection of data. Data relevant and confidential in accordance with Acceptable Use Policy 	<ul style="list-style-type: none"> • Age appropriate lessons are • Age related opportunities given in clubs for all year groups 	<ul style="list-style-type: none"> • Range of adults of different ages working/volunteering in school

	<ul style="list-style-type: none"> • Children are catered for in lessons accordingly. Term of birth an identified group when monitoring and analysing data. • DOB of staff not requested on application form to avoid age discrimination. • Flexibility in year groups for very young children. 	<ul style="list-style-type: none"> • Equal opportunities for Governors, staff & children. 	
Religion and Belief	<ul style="list-style-type: none"> • Information collected on admission form and recorded on SIMS • Involvement of parents. • Celebration of diversity. • All religions welcome in our School. • Religion of staff collected on Recruitment & Selection. • Collective Worship and Inclusion Policy. 	<ul style="list-style-type: none"> • Alternative arrangements would be made for other religions. 	<ul style="list-style-type: none"> • Religious and non-religious songs sung in collective worship. • RE lessons including visitors from other denominations & faiths. • All children and adults welcome to participate in activities, celebrations etc. • Close link with Church - weekly visits to school by clergy.
Sexual Orientation	<ul style="list-style-type: none"> • Disclosed information would be kept confidential. • The derogatory use of the term 'gay' is unacceptable. • SRE curriculum - lesbian couple on Living and Growing DVD. 	<ul style="list-style-type: none"> • PSHE children aware that families are different but all special. • Support to families as appropriate would be given to same sex relationships. 	<ul style="list-style-type: none"> • Support available for adults/children who require help or advice.