

LEECHPOOL PRIMARY SCHOOL EQUALITY POLICY



1. Introduction

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's statutory duties and responsibilities are outlined in Appendix A.

Our policy refers to all members of our school community and, in formulating equality objectives, considers the needs of young people in our community who may want or have found it difficult to join our school.

Pupils, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review in the form of regular meetings in the development of the plan.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood each of the protected characteristics, and what they mean in terms of an individual's experience and opportunities; each characteristic is an experience rather than a condition. For example, a person with a physical impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

2. Purpose

The purpose of the policy is:

- To state clearly how this school is fulfilling its statutory duties with regard to promoting equality and with promoting community cohesion
- To set out how specific duties are addressed through objectives within the three-year timescale.
- To set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the two yearly review of this policy in 2023.

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation, highlight possible and actual inequalities in: achievement, quality of teaching, behaviour and safety of pupils and leadership and management. We will investigate why they take place and remove any unfairness and disadvantage.

3. School Context

The context of our school is outlined in our own version of a SEF, the head teacher's termly report to governors, the contextual data presented to governors when pupil performance is analysed each year and the 2017 OFSTED report. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

4. Mission statement

At Leechpool 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

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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 Leechpool Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

5. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, 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:

- 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 disability and action 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 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.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

6. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Leechpool 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. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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Employer duties

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

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.

7. Equality Strands

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Gender Recognition Act (2004), Sex Discrimination Act (1975), Disability Equality Duty (2005) and Equality Act (2010).

7a. Age, pregnancy and maternity

In relation to employees, Leechpool School adheres to the West Sussex Local Authority policies on pregnancy and maternity arrangements.

7b. Disability

This section should be read in conjunction with the school's Special Educational Needs and Disabilities Policy and Accessibility Strategy.

Definition of disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Further information relating to the definition of disability can be found at the following website: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

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From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty to make reasonable adjustments require a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services which the school provides for pupils.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means strategic planning must take place over time to increase access to the curriculum, to make improvements to the physical environment of the school to increase access and to make written information accessible to pupils in a range of different ways.

At Leechpool Primary School we are pro-active in ensuring our pupils have access to all strands of school life. We will collaborate with outside agencies for advice on accessing further resources/services that benefit any of our pupils or staff with disabilities to ensure that they are not substantially disadvantaged in comparison to a child or adult without a disability.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments with regards to accessing the environment and curriculum:

- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

The school has a policy that details further information pertaining to Special Educational Needs and Disability (SEND) provision within the school.

Leechpool Primary School welcomes pupils regardless of ability/disability. Well trained teachers and support staff ensure that access to the curriculum is to an appropriate extent to assist in reaching individual targets and potential. Individual Learning Plans set out priorities (behaviour, subject etc) and advice is sought from outside agencies to support pupils with specific needs.

The school has a policy for the administration of medicines. These protocols detail how the pupils will be included and supported within the school, and when attending school visits.

7c and d. Gender Identity and Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every two years.

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7e. Race

The Race Relations (Amendment) Act, November 2000 and the Code of Practice on the Duty to Promote Racial Equality, March 2002 requires that all public bodies, including schools, have a commitment to:

“...eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between different persons from different racial groups”.

At Leechpool Primary School we acknowledge that racism exists in society. We endeavour to promote good relations between different racial groups within the school and the wider community through our PSHCE and RE curricula. More importantly this is promoted through the daily “living” of our 6R values.

We follow the Local Authority Procedure in dealing with racist actions.

7f. Religion and Belief

The school acknowledges the multi-faith nature of British society. We acknowledge and respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice as detailed in the Attendance Policy.

7g. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

8. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We will achieve this by using the following to shape the plan:

- Feedback from the parent questionnaire and parents’ evening;
- Input from staff surveys or through staff meetings;
- Feedback from the school council, PSHE lessons;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

9. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

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The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (or senior leader responsible for Equalities)

To ensure that staff, carers, pupils, visitors and contractors are engaged in the development of and informed about the Equality Plan.

It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will be fully aware of the Equality Plan and how it relates to them.

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The role of the pupil

Our pupils will understand how the Equality Plan relates to them, appropriate to age and ability.

Be expected to act in accordance with the Policy.

Be encouraged to actively support the policy.

10. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation 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.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a phase leader / Assistant Headteacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

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What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

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 or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender 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, gender, disability or sexual orientation.

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.

A suggested procedure for responding and reporting is outlined below:

11. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan Action Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

12. Publishing

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our policy/plan on the school website;
- Raise awareness of the policy/plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

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13. Complaints

The complaints policy can be found on the school website or by contacting the school office. Complaints by staff will be dealt with under the WSCC Model Behaviour in the Workplace Policy for all school based staff.

Appendix A

Checklist for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?



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| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|--------------------|--|--|--|---------------------------|--|
| All | Continue to review the Equality Plan through the school website, newsletter and staff meetings and Governor visits. | Question about parent awareness of Equality Scheme in annual survey? | Headteacher / designated member of staff | Ongoing | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan |
| All | Monitor and analyse data on exclusion, attendance and bullying by race, gender and disability. | Data analysed by race, gender and disability | Headteacher / Governing Body / SENCO / Leadership Team | Ongoing | Analysis of data demonstrates that the gap is narrowing for equality groups. |
| All | Monitor and analyse pupil achievement and participation by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils to develop their personal wellbeing. | Achievement data analysed by race, gender and disability | Headteacher / Governing body / SENCO / Leadership Team | Ongoing | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups |
| All | Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. | Increase in pupils' participation, confidence and achievement levels | Subject Co-ordinators | Ongoing | Notable increase in participation and confidence of targeted groups |
| All | Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability for example in assemblies, books, publications and learning materials and in classroom/corridor display. | Increase in pupil participation, confidence and positive identity – monitor through PSHE | Headteacher / Subject Co-ordinators | Ongoing | More diversity reflected in school displays across all year groups |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a | The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. | Headteacher / Governing body / County | Termly | Teaching staff are aware of and respond to racist incidents following school procedure. |



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| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|--------------------|--|--|--|--|---|
| | termly basis. | have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | | | |
| Accessibility Plan | School Development Plan and Premises Development Plan projects to meet enhanced standards of Accessibility | | Health & Safety, Premises Committee / Inclusion Manager | Ongoing | Ensuring ongoing accessibility for all. |
| Accessibility Plan | Information Technology is accessible for all pupils and staff | Review accessibility of IT in classrooms and for existing pupils and staff with special needs. | ICT Subject Leader / Technician/ Class Teachers | Already Compliant – Reviewed as a need arises. | An accessible IT curriculum for all children and staff. |
| Accessibility Plan | Outside area and pond are fully useable by all pupils and staff | Review the use of the outside area and the pond with regards to equality and accessibility of the curriculum | Health and Safety Committee / Premises Manager | Already Compliant – Reviewed as a need arises. | Make area accessible to all, where reasonable |
| Accessibility Plan | Monitor and Review that the curriculum is fully accessible | Develop criteria against which all school activities, e.g. sports day, swimming, off site activities and educational trips, are to be assessed. | All Staff Members | As the need arises. | Ensuring access for all stakeholders. |
| Accessibility Plan | Toilet facilities available for additional needs as need arises | Keep allocated toilet clear and free from debris. | All Staff | Ongoing / As need arises | Accessible toilet for all. |
| Accessibility Plan | Ensure that PDP and Health and Safety Audit complies with the Accessibility Plan | Ensure that the Health and Safety audit covers accessibility and medical needs and that plans are in place to make good any deficiencies. | Health and Safety / Premises Committee following County advice | At next audit. | Compliant policies and procedures |



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| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
|--------------------|--|---|---|------------------------------|--|
| Accessibility Plan | Fire Alarm procedures meet the requirements of the Equality Plan | Implement and monitor fire alarm procedures for staff and pupils with impaired hearing, sight and physical disabilities Individual fire/evacuation plans in place for specific pupils if needed. | SBM / Headteacher | Ongoing – as the need arises | Ensuring safe and swift evacuation of all. |
| Accessibility Plan | Full awareness of all disabilities, physical, mental health and medical special needs of all adults and children who come to school on a regular basis, as informed | Plan for alternative ways of seeking parents'/carers' views (other than written word) | Headteacher / Admin Staff All Staff | Ongoing Ongoing | School having a full knowledge of needs amongst regular users as informed Ensuring effective communication with all |
| Community cohesion | Celebrate a wide range of cultural events throughout the year to increase pupil awareness and understanding of different communities. | PSHE/RE assessments | Member of staff leading on PSHE and RE | Ongoing | Increased awareness of different communities shown in PSHE |
| Community cohesion | Supporting disabled, vulnerable, SEN pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings | Contact secondary schools and arrange visits as necessary | SENCO/ Year 6 teachers | Annually | Children more settled in the transition from primary to secondary school. |
| Community Cohesion | Develop skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education | Review the curriculum and learning strands and adjust where necessary | SENCO / PSHE Leader | Ongoing | Children aware of diversity throughout the country and aware of how to deal with situations |