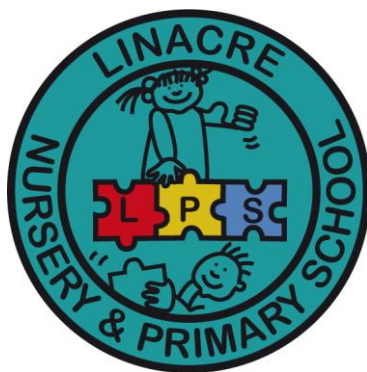


Linacre Primary School



Equality Policy

Linacre Primary School Equality

Policy Linacre Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Vision Statement

At Linacre Primary School our vision is to help children to develop lively, inquiring minds and a love of learning. We also aim to ensure that children develop with confidence emotionally, socially, intellectually and physically at a pace that is appropriate for each individual, whilst recognising the demands and expectations of the curriculum. We strive to help children to work as individuals, as part of a small group and as members of a large class, applying their learning to a range of different purposes. We carefully monitor and assess, ensuring that all children progress to their full potential, enjoying challenges and the achievement of success at their appropriate level. We also appreciate the value of children's personal experiences and by building on them, through partnership with parents, encourage the children to develop with confidence and take a pride in their work. Staff work hard to provide appropriate experiences enabling all children, regardless of race, ethnicity, gender or physical ability, develop a sense of their own worth and a respect for others. We encourage children to respect differences in other people and other people's families. We also encourage children, both at home and at school to learn to accept a share in the responsibility for their local environment.

The school is situated in a challenging ward, with a number of families facing poverty and employment poverty. and therefore the school is central to ensuring that the families and children facing those challenges are given the very best quality of education and support. We see it as our mission to give our young people the aspirations and ambitions to achieve well and become successful in life.

Our vision and Aims for Equality and Diversity

At Linacre Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are 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 diversity and respect for all.

At Linacre Primary School we respect difference, value diversity and embrace equality and fairness for all.

Legal Requirements

Linacre Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those that do not.

Foster good relations between people who share a protected characteristic and those who do not.

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty Linacre Primary School recognises that we are required to:

Publish information annually to demonstrate compliance with the PSED

Publish equality objectives every 4 years.

We are mindful that all information will be made accessible to the public both electronically and in paper format.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Equality Act.

From this activity; which continues to be ongoing, we have developed the following seven key principles to our approach to equality.

1. All learners are of equal value; whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
2. We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages

which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community, and to feel that they are respected and able to participate and contribute fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School:

The guiding principles and equality objectives for Linacre Primary School will be referenced in the School Development Plan. They will be reviewed annually and refreshed on a four year cycle.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within a protected characteristic groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed each curriculum subject or area will ensure that teaching and learning will reflect our guiding principles as set out in this document.

School Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and the PSED are properly implemented
- Making sure related procedures are followed
- Assigning a named governor to take an equality lead

The Head Teacher is responsible for:

- Making sure the policy is readily available and that all school stakeholders are aware of it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working.
- Provide training for them on the policy Making sure all staff know their roles and responsibilities
- Taking appropriate action in cases of harassment and discrimination
- All School Staff are responsible for:
 - Promoting an inclusive and collaborative ethos in the classroom
 - Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
 - Promoting equality and avoiding discrimination against anyone
 - Taking up equality training and learning opportunities
- Pupils are responsible for:
 - Supporting the schools equality ethos
 - Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.
- Parents/Carers are responsible for:
 - Supporting the schools equality ethos
 - Challenging inappropriate language /behaviour
 - Sharing concerns or issues with senior staff
- Visitors and contractors are responsible for:
 - Following our expectations regarding equality and diversity

- Responsibility for overseeing all equality practices in the school:

Will lie with a named member of staff and governor and will report directly to the Head teacher.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including from protected characteristic groups)
- Monitoring the progress and attainment of potentially vulnerable groups.
- Monitoring exclusions

Monitoring, Reviewing and Assessing Impact:

Linacre Primary School equality policy is linked to the school development plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named member of staff and governor responsible for equality will monitor specific outcomes.

All reports will be given to governors and the Head Teacher will provide monitoring reports for the governing body via the Head Teacher's report, preferably termly but at least once a year.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns and Complaints

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Disability Access Plan

Linacre Primary School has a disability access plan (attached as appendix 1). The key objective of this plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

This plan will be reviewed annually by the governing body after consultation with staff, parents and pupils.

Publishing Equality Information.

At Linacre Primary School, we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.

Foster good relations between people who share a protected characteristic and those people who do not share it.

Information about our employees.

We have less than 150 employees, therefore, under the Act, we are not required to publish equality information about our employees.

Information about our pupil population.

As of September 2018, the total number of pupils on roll is 189

Compliance with the Equality Act 2010 Duty.

At Linacre Primary School we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the General Duty and the Specific Duty of the Act.

The information below is a summary of how we are aware of these requirements and how we respond to them:

Our Governing Body has had training on the key concepts of the Equality Act 2010.

All staff have received training on the key concepts of the Equality Act 2010.

We have a named Governor and staff member to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.

We promote an ethos that champions and supports respect, dignity and difference.

We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.

We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.

Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/ carers.

We review our accessibility plan every year with the Governing Body.

We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.

Through a broad range of study within our Citizenship and PHSE education, we work hard to promote respect, inclusivity and an appreciation of difference.

Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths.

We have a vibrant and well balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. The school council is strong and articulate, contributing to whole school decision making where appropriate.

We have strategies for engaging with parent/ carers; including those who may traditionally find working with school difficult.

We have a 'Healthy Eating' plan that recognises a culturally diverse community and ensures all pupils receive a healthy meal each day. Our plan reflects our commitment to a healthy lifestyle, regardless of socio- economic background.

We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010.

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity

How we foster good relations

We monitor attainment and progress of pupils

Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the pupil's learning by gender

We have equal representation of boys and girls on the school council. Both boys and girls views are equally listened to. We ensure that we include positive, non-stereotypical images of men and women, girls and boys across the whole curriculum, including assemblies, visits and the visitors we invite into school. We ensure both boys and girls take part in before and after school clubs to ensure all are given equality of opportunity. We encourage mums and dads to attend all school events. We ensure we address any 'banter' used by children regarding inequality towards boys and girls is addressed and support given where necessary.

DISABILITY - How we advance equality of opportunity How we foster good relations We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils. We have regular parent/ teacher consultations and induction meetings prior to a disabled pupil starting school. We positively promote disability and use positive images and stories of disabled people. We provide pupils with information regarding specific disabilities that affect pupils in school. We liaise with the Local Authority to ensure the environment and resources support pupils with disabilities.

RACE/EAL How we advance

equality of opportunity How we foster good relations We provide good quality training for all our staff and governors on a range of equality and diversity issues. We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes. We have a nominated 'Equality Champion' staff member and governor. We work with other agencies to help parents whose English is their second language to improve their ability to engage and participate more fully in school. We ensure pupils are able to access further support to enable them to understand and be fully included in all aspects of school life and to achieve and make academic progress. We ensure we focus on good role models from different ethnicities to enable children to learn about people from different ethnicities.

RELIGION, FAITH, BELIEFS

How we advance equality of opportunity How we foster good relations We promote inclusion for all our faith groups in all aspects of the curriculum. We organise visits to different places of worship reflecting different religions and beliefs and/ or we ensure children are able to learn about different places of worship through online resources. We encourage parents of different faiths to speak to children about their beliefs and what it

means to them. We ensure children learn about a wide variety of other religions so they understand how their beliefs and what they mean to them. **SEXUALITY** How we advance equality of opportunity. How we foster good relations. We are committed to ensure that no pupil or staff member are protected from discrimination or harassment through training and the promotion of respect and tolerance. We have a curriculum that supports pupils to understand, respect and value difference and diversity. We provide children with training to enable them to understand respect and tolerance for all sexualities.

EQUALITY OBJECTIVES

In line with our responsibility under the Specific Duty of the Equality Act, Linacre Primary School has after consultation with all school stakeholders established our equality objectives.

The following objectives will be reviewed each year.

- Equality Objective #1 Why All children need the opportunity to access the creative arts so that they receive access to quality art and music lessons thus providing children with experience to build on as they move on in their academic career.
- How All children given music tuition free of charge from Y4 onwards. All children given access to art lessons given by a professional artist. After school clubs given to all children free of charge. Outcome Children given a broad experience of school life. Children given opportunity to develop talents and skills that they may wish to continue with in older life.
- Equality Objective #2 Why Children use a variety of homophobic and racist terms as 'slang'; often they do not understand what they are saying or the impact such terms have. How Deliver workshops/ circle times on the impact of name calling/ slang terms. Support children who experience this. Deliver support for children so they understand the impact of using such terms. Outcome There will be no incidents of homophobic or racist name calling.
- Equality Objective #3 Why To ensure children understand that they all belong to The Linacre Family but belong to different families, groups, religions. To develop children's understanding of other faiths and beliefs. How Display the different clubs, groups, churches etc that we all belong to as a visual reminder. Deliver themed weeks to celebrate different people/ groups of people. Circle times to value all children. Outcome Children will understand that their friends and the people they come to school with all have differences to respect and celebrate. Reviewing Equality Objectives. The review of the progress on our equality objectives will take place annually and will help inform how our school sets new priorities. This information will be published and made available across all platforms.

PUBLICATION All equality policies will be published on our website and will be made available both electronically and in a hard copy format.

Linacre Primary School adopt a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as

a whole , learning about these topics can at best appear irrelevant, and at worst hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations'

This policy was agreed and signed by:

Chair of Governors.

Head teacher

This policy and all its contents will be reviewed: January 2020