

Longlands Primary School

Equalities Polciy



September 2024

Aims: Introduction

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

The school is promoting equality and celebrating diversity. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Key Principles Our approach to equality is based on the following principles:

Key Principles

Our approach to equality is based on the following principles:

1. All learners are of equal value.
2. We recognise, respect and value difference and understand that diversity is a strength.
3. We foster positive attitudes and relationships.
4. We actively seek to raise awareness and reduce discrimination.
5. We foster a shared sense of cohesion and belonging.
6. We observe good equalities practice for our staff.
7. We have the highest expectations of all our children.
8. We work to raise standards for all pupils, but especially for the most vulnerable

PURPOSE OF THE POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils and staff or treat them less favourably because of their age, gender, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, marriage or civil partnership. This act makes it 'unlawful to discriminate against, harass or victimise a pupil or potential pupil in relation to: admissions, the way it provides education for children, in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment'. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

THE PUBLIC SECTOR EQUALITY DUTY OR "GENERAL DUTY"

This requires all public organisations, including schools to

- ✓ Eliminate unlawful discrimination, harassment and victimisation
- ✓ Advance equality of opportunity between different groups
- ✓ Foster good relations between different groups

TWO “SPECIFIC DUTIES”

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy is the formal voice of the school’s staff and Governors in pronouncing our continuing commitment to equality by eliminating discrimination, advancing equality and fostering good relations within the school community. By promoting equality for all, whether children, staff, adult, families, visitor or Governors within Longlands Primary School, we are committed to recognising and tackling barriers that may lead to unequal outcomes for individuals or groups of children/adults, so that everyone can have equal access and so that diversity is celebrated throughout our school. This policy also voices our commitment to prevent and challenge discrimination, harassment and victimisation in school life.

DEVELOPMENT OF THE POLICY

When developing the policy, we took account of the DFE guidance on the Equality Act 2010 and now the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups. We note that within this framework OFSTED requires us to promote the British Values; ‘an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values support our continuing promotion of cultural equality and diversity. We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we strive to ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self- evaluation review, school web site and newsletters. The following policies particularly contribute to the promotion of equality: School behaviour policy, anti-bullying policy, SEN Information report, complaints procedure, Grievance policy, Teaching and learning policy, Sex Relationship education policy and PSHE and wellbeing policy. Minutes of meetings involving governors, the whole staff, and the senior leadership team and school council include references to equality issues. The Equality Act also applies to schools in their role as employers. We comply with this regulation through our recruitment process, Disciplinary Procedure, Grievance policy and Competency Framework.

PUPIL POPULATION

Longlands Primary School serves a diverse community with approximately 16 languages spoken by our children and families. We are currently one and a half -form entry school and have 11 mixed-aged classes. Approximately 56% of the school’s population are male and 44% are female. 13% of children are identified as having additional SEND needs. Detailed contextual information as of September 2024 about pupil population is as follows:

Category	Number of Pupils	Percentage of School Population
General		
All Pupils	297	100%
Male	167	56%
Female	130	44%
Pupil Premium	39	13%
Not Pupil Premium	258	87%
Ever 6	39	13%
Not Ever 6	258	87%
Disadvantaged	39	13%
Not Disadvantaged	258	87%
FSM	39	13%
Not FSM	258	87%
LAC	1	0%
Not LAC	296	100%
Services Child	0	0%
Not Services Child	297	100%
Special Educational Needs		
Total SEN	38	13%
Not SEN	259	87%
Ever SEN	47	16%
SEN(D)	0	0%
SEN E	5	2%
SEN K	33	11%
English as an Additional Language (EAL)		
EAL	46	15%
Not EAL	251	85%
Ethnicity (in alphabetical order)		
Afghan	0	0%
Any Other Asian Background	2	1%
Any Other Black Background	2	1%
Any Other Ethnic Group	1	0%
Any Other Mixed Background	6	2%
Any Other White Background	3	1%
Asian and Any Other Ethnic Group	1	0%
Bangladeshi	3	1%
Black - African	14	5%
Black and Any Other Ethnic Group	0	0%
Black Caribbean	5	2%
Chinese	1	0%
Gypsy / Roma	1	0%
Indian	3	1%
Information Not Yet Obtained	2	1%
Iraqi	1	0%
Kurdish	0	0%
Other Asian	1	0%

Other Mixed Background	0	0%
Pakistani	1	0%
Refused	0	0%
Roma	1	0%
Sri Lankan Tamil	1	0%
Turkish Cypriot	1	0%
White - British	194	65%
White - English	22	7%
White and Any Other Asian Background	0	0%
White and Any Other Ethnic Group	7	2%
White and Asian	6	2%
White and Black African	4	1%
White and Black Caribbean	6	2%
White Eastern European	7	2%
White European	1	0%

WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARRASSMENT AND VICTIMISATION

ADMISSIONS AND EXCLUSIONS

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or age.

STAFF AND RECRUITMENT

- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

All appointment panels have at least one member that is 'safer recruitment' trained.

- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the operational running of the school.

DISABILITIES

The Equality Act permits 'more favourable' treatment of disabled people than nondisabled people.

- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

- We undertake reasonable adjustments to ensure access for adults, children, staff and visitors, including improvements to the physical environment, access to the curriculum, and access to information.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. (Please see accessibility plan, SEN information Report and Medical Policy)
- We support learners with disabilities by meeting their individual needs, through meeting with parents, carers and specialist to draw up individualised support plans. These needs are then cascaded to all staff who come into contact with the child to ensure needs are met fully.
- Appropriate precision interventions are organised to ensure that all children meet their full potential
- Progress of SEND children is monitored by the SENCO and the SLT
- Dependent on individual circumstances, children with disabilities are supported to enable them to take part in all school events, trips and sports days
- We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities and also run 'disability workshops' in school.
- When planning any maintenance and refurbishment we consider 'general' adjustments which may be need for pupils with disabilities.

BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

The school Policy on Behaviour — takes full account of the duties under the Equality Act.

- We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

PREJUDICE AND BULLYING

- The school challenges prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs, prejudices around race, religion or belief, prejudices around gender and sexual orientation, including homophobic and transphobic attitudes. The school explains why it is unacceptable to children and adults alike.
- The school has a policy for responding to bullying behaviour, including prejudice related incidents, which involves responding to both victim and perpetrator.
- We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness and how we dealt with them. We review this data termly and take action to reduce incidents

THE CURRICULUM

- The curriculum prepares children for life in a diverse world and uses the children's own background and experiences where appropriate.

- The curriculum offers opportunities for children to explore identity and equality at their stage of understanding and development.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- The curriculum promotes behaviour and values that celebrate and respect diversity, but also challenges discriminatory language and actions.
- The R.E. and PSHE curriculum's in particular raise awareness of faith.

DATA ANALYSIS

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
 - We collect, analyse and publish data: on the school population by gender and ethnicity; on the percentages of pupils identified as having a special educational need and/or disability and by their principal need or disability; by ethnicity, gender, Free School Meals.
 - We analyse the standards reached by different groups at the end of each key stage and plan appropriate responses to the outcomes of this data.
 - We also collect, analyse and use data in relation to attendance and exclusions of different groups.
 - We provide support to pupils at risk of underachieving.

WHAT WE ARE DOING TO FOSTER GOOD RELATIONS

Promoting Equality: The school's culture and ethos

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
 - Expect all staff, partners and visitors to demonstrate mutual respect amongst all members of the school family, maintaining the open and friendly welcome to all.
 - Likewise, children are encouraged to greet each other, staff and visitors with the same friendly and respectful welcome.
 - Displays and resources reflect the diversity of the school family.
 - Provide opportunities for encouraging the children's spiritual, moral and cultural development within school, through visits and visitors to school.
 - Consult the children and consider their views through School Council meetings, surveys, SMSC sessions, circle-times, Assemblies and discussions with groups/individuals.
- We teach the children about British Values which extend to everyone; democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.

- We teach about difference, diversity, and the impact of stereotyping, prejudice and discrimination through PHSE and citizenship and across the curriculum.
- We use materials and resources that reflect the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

PUBLISHING EQUALITY OBJECTIVES

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Equality objectives

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils. Why we have chosen this objective: To ensure no specific group is falling behind academically. To achieve this objective we plan to: Monitor and act upon in school and national data trends and patterns. Progress we are making towards this objective: Termly Progress meetings, Governors Standards meetings.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners. For vulnerable - Pupil Premium including: FSM, LAC, Post LAC and EAL pupils to achieve national average levels in Reading, Writing and Maths. Why we have chosen this objective: To ensure that our most vulnerable pupils are catered for appropriately and reach their full potential. To achieve this objective we plan to: Ensure that teachers plan well for these pupils, provide additional support as appropriate and monitor progress regularly. Progress we are making towards this objective: All staff consider these groups when planning, discuss progress and review provision during progress meetings.

Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. Why we have chosen this objective: To ensure that children attend regularly and that there is a highly positive relationship between home and school to enable all pupils to access their education and to thrive. To achieve this objective we plan to: Engage fully with parents. Provide appropriate information through meetings and workshops. Work with SEAS to ensure all pupils attend school. Progress we are making towards this objective: The Learning Mentor and Inclusion Manager work effectively with families. Staff make themselves accessible. Meetings and workshops are provided according to feedback and latest initiatives from government

MONITORING AND REVIEWING OBJECTIVES

We review and update our equality objectives every three years and report annually to the governing body on progress towards achieving them. We will involve and consult staff, pupils, governors and parents and carers.

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

GOVERNING BODY

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. survey

HEAD TEACHER AND LEADERSHIP TEAM

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Leadership team in collaboration with the Inclusion Leader has responsibility for co-ordinating implementation of the policy and for monitoring outcomes. They should have informed knowledge of the Equality Act.

TEACHING AND SUPPORT STAFF

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom • challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

VISITOR AND PARENTS

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff. 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. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an

employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff; receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

MONITORING AND REVIEWING THE POLICY

This policy and all other policies, plans and documents related to the equalities agenda will be regularly monitored and evaluated by the school, to assess the impact on children and adults within the school community. The results of the on-going monitoring and evaluation will directly feed in to the school's development plans.