



Langley Green Primary School



Equalities Policy

Langley Green Primary School is focused on the development of the whole child. We develop practices that enable our children to have access to a stimulating and exciting curriculum where they enjoy learning, achieve good academic standards and make a positive contribution to the school and wider society. We firmly believe that all children are entitled to first quality education that is delivered by talented, inspirational staff who have high expectations of all children's behaviour and learning.

We believe that children learn best in an environment of mutual respect and trust, where self-esteem and confidence of pupils is promoted. We believe that pupils learn best in an ethos and environment of high expectation, and when pupils have high self-esteem and confidence.

Diversity resulting from age, gender, gender reassignment, sexuality, race, SEN, disability, religion and social origin is seen as enriching to our school community and, as a result of this, everyone is held in equal esteem.

Through the varied and exciting curriculum, members of staff encourage pupils in their awareness and appreciation of the many cultures which contribute to our society.

Parents, carers and Governors are essential partners with the school, who work together to secure the best outcomes for all of our children.

Background information

The Equalities Act 2010 came into force on 5 April 2012 and it consolidates the provisions of previous legislation (The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations Act 1976 and The Disability Discrimination Act 1995). It aims to consolidate the provisions of previous legislation and to eliminate discrimination, harassment or/and victimisation of the nine protected groups, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

There are three general duties of the Act

1. Eliminate discrimination (direct or indirect), harassment, victimisation and any other conduct that is prohibited by the Act
2. Advance the quality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The law is, for the most part, the same as it has been in the past and most schools, including Langley Green Primary School are not allowed to unlawfully discriminate against pupils, staff or parents/carers because of any of the above. The law on disability discrimination is different from the rest of the act, as it works in only one direction; it protects disabled people, but not those who are not disabled. Schools are able to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so, by making reasonable adjustments.

Roles and Responsibilities

The role of staff - teaching and non teaching:

- Treat pupils fairly and with respect
- Maintain awareness of equality policy and objective
- Provide material giving positive images of protected characteristics
- Challenge incidents of prejudice or discrimination
- Record serious incidents (pastoral records, behaviour logs), draw to attention of the head teacher
- Support one another and encourage staff to intervene in a positive way

The role of the Headteacher

- Implement the school's equality policy and plan
- Ensure all staff are aware of the equality guidelines and apply them fairly
- Ensure appointment panels give due to the equality policy and plan
- Ensure access to training opportunities complies with the general duties of the Equality Act
- Promote equal opportunity in the curriculum and school life
- Deal with incidents of discrimination (direct or indirect), harassment, victimisation and any other conduct that is prohibited by the Equality Act

The role of the Governors

- Commit to the Equality Policy and Plan
- Ensure school is fully inclusive for all pupils, eliminating discrimination and is responsive to their needs
- Take reasonable steps to ensure that school communications and environment are accessible to all stakeholders, especially those with disabilities
- Ensure that all school appointments adhere to the Equality Act
- Have ultimate responsibility for compliance with the Equality Act

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. (Refer to staff code of conduct).

Equality aspects such as age, 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 - we want a balanced work force reflective of our community and the society in which we live.

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;
- Leadership Team support to ensure equality of opportunity for all.
- Age information is not disclosed during short listing of application forms

Admissions, Attendance and Exclusions

The Local Authority applies admissions criteria fairly and consistently to ensure they do not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and socio-economic factors.

Information about pupils' ethnicity, first language, religion, Special Educational Needs and Disabilities (SEND), diet etc., is included in all admission forms.

School attendance is monitored by gender, ethnicity, special educational needs, free school meals and appropriate actions are taken to reduce any disparities between different groups of pupils.

Exclusions will always be based on our Behaviour and Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact or bias; and ensure any discrepancies are identified and dealt with. Exclusions are only used when all other channels to support a child's needs have been exhausted.

Streamlining Equality Policies

Equality in Langley Green Primary will provide an ethos that:

Creates a school culture where everyone, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and socio-economic factors

- feels welcomed and valued (including pupils, parents, staff, school community and wider community members participating in school life)
- Ensures all pupils and staff are encouraged to achieve their full potential
- Respects and values differences between people
- Prepares pupils for life in a diverse society
- Acknowledges the existence of inequality and takes steps to prevent it
- Ensures that an inclusive ethos is established and maintained
- Opposes all forms of discrimination, harassment and victimisation
- Is proactive in tackling and monitoring discrimination at all levels
- Raises awareness for all school staff and Governors of set procedures in place to deal with behaviours that constitute discrimination, harassment and victimisation
- Encourages communication and confidence for all to resolve problems

Age

We will ensure that pupils of all ages or children of different aged parents are not singled out for different or less favourable treatment than other pupils. This also applies to members of staff, parents, and the wider community.

Disability

The Equality Act 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.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

We will promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school.

We will:

- Increase the extent to which disabled pupils can participate in the school curriculum by making reasonable adjustments;

- Improve the environment of the school (see accessibility plan) to increase the extent to which disabled pupils, staff, parents and the wider community can take advantage of education and associated services;
- Improve the delivery of information to disabled stakeholders.

Gender/ Gender reassignment

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system that identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This is not necessarily mean undergoing a medical procedure, but the person must be taking steps to live in the opposite gender. This will usually apply to a member of staff, parent or member of the wider community in a primary school.

- We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.
- We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes.

Sexual Orientation

We will ensure that all gay, lesbian or bisexual pupils or children of gay lesbian or bisexual parents are not singled out for different or less favourable treatment than other pupils. This also applies to members of staff, parents, and the wider community.

There is a relationship between protection and possible tension because of sexual orientation and protection of religious freedom.

Religion

The Equality Act defines religion as being any religion and belief as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

Any instances of discrimination, harassment and victimisation will be taken seriously and dealt with appropriately by a member of the senior leadership team. Governors will be involved if necessary.

Race Equality

This section of the policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Policy which includes our written policy for race equality;

- Assess the impact of our policies, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our policies and provision have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Teaching Plan and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement through constantly improving on their personal best. 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, EAL, gender, FSM and disability and/or SEN 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 without stereotyping;
- Promote attitudes and values that will challenge all 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 and carers 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.

Complaints procedures

If anyone has any concerns about discrimination, harassment or victimisation experienced by themselves or a family member they should in the first instance contact a member of the senior leadership team, following this the governors. (See Complaints Procedure)

This policy is reviewed annually at the start of every academic year.

Last review - September 2021