

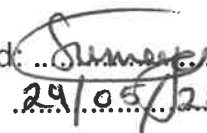
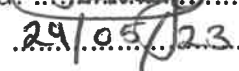


LAUNDE PRIMARY SCHOOL

Equality Policy

April 2023

Review date June 2025

Signed:  (Chair of Governors)
Date: 

Aims of our School

'Every child's academic, artistic physical and social potential will be developed to the full within the Launde family.

Nurturing happy, resilient and unique individuals.'

Key Values

These key values guide us as we work towards these goals:

- Promoting equality of access and opportunity, mutual responsibility, cultural awareness and tolerance engendering respect for self and others.
- Active participation, with heightened expectations developing confident and enthusiastic learners, who demonstrate a sense of purpose and self-discipline

This Equality Policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice and discrimination. Our policy includes a plan of action to address these priorities over the next three years.

At Launde 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 their characteristic as stated in the Equality Act 2010 whether it be age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation or socio economic background. Our commitment to equality is a fundamental part of our drive towards excellence. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate in school life.

National and Legal Context for Equality

All schools have a statutory duty to promote of the nine protected characteristics which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation as stated in the most recent Equality Act 2010.

The general duty to promote equality means that we must have due regard to:

- Eliminate unlawful discrimination (indirect, direct), harassment and victimisation
- Promote quality of opportunity
- Promote good relations between people

Schools also have a duty to extend protection against discrimination on grounds of the nine protected characteristics. For schools this means admissions, benefits and services for pupils and treatment of pupils.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

Putting Equality into our practice

As well as the specific actions set out in our Equality Plan, the school operates equality of opportunity in day to day practice. We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice. We ensure that outcomes from these involvement activities are acted upon.

Strategies to promote inclusion are:

- Promoting discussion and the sharing of ideas during assemblies
- Through curriculum lessons e.g. groupwork as well as RSE and PSHE curriculum.
- Pupil focus groups such as School Council, Road Safety Officers
- Use of Pupil Premium funds to involve pupils in specific activities during and after school with a subsidy or free

- Pupil surveys

Teaching and Learning

At Launde we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We are committed to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools whether multi-ethnic or all white, rural or urban. We aim to provide all our pupils with the opportunities to succeed and to reach their 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 of pupils by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.
- Take account of the achievements 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.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom based approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Admissions and Exclusions

The admissions arrangements are fair and transparent, and do not discriminate on the nine protected characteristics or socio-economic factors and are managed by the LA.

Exclusions will always be based on the school's behaviour policy. We will closely monitor exclusions to avoid any potential adverse impact.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunity 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. As an employer, we need to ensure we eliminate discrimination (indirect, direct), harassment and victimisation in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects promoting the nine protected characteristics which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation are considered when appointing staff particularly when revaluating staff structures to ensure decisions are free from discrimination.

To do this we:

- Monitor recruitment and retention of staff and behaviours in the workplace
- Provide professional development opportunities for all staff

A person's age is a protected characteristic in relation to employment and in regard to the provision of goods and services. In the Public Sector Equality Duty which applies to public bodies, the school must have due regard to:

- Eliminate discrimination (indirect, direct), harassment and victimisation and other conduct prohibited by the act
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

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. In developing our Scheme, we have involved staff, pupils and parents in the following ways:

- Feedback from parents (both formal and informal)
- Input from staff surveys and through staff meetings/INSET
- Feedback from School Council, PSHE lessons, whole school surveys and children's attitudes to themselves and the school
- Issues raised in annual reviews or reviews of progress on Individual Educational Plans/Personalised Provision Map/EHC Plans, mentoring and support
- Feedback from Governing Body meetings

Impact Assessment

We will carry out equality impact assessments on our policy as part of everyday monitoring and practice which will cover all aspects of equality. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessment process into all new policy development and decision making activities.

We will do this through:

- Annual/cycle reviews of policies by staff and governors
- Annual/cycle reviews of progress and attainment for all pupils and vulnerable groups
- Pupil progress meetings and attainment plans

Roles and Responsibilities

The governing body will

- In line with Trust requirements, monitor the implementation of the policy and Action Plan to check progress and assess impact on staff, learners and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the policy and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The Headteacher will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this policy and their roles and responsibilities in implementing this policy
- Monitor to ensure effective implementation of the policy and Action Plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy

The senior leadership team will

- Drive forward implementation of the policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination (indirect, direct), harassment and victimisation

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to
 - Promote equality, inclusion and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Respond appropriately to incidents of discrimination (indirect, direct), harassment and victimisation and report these
 - Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that pupils are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:

- Promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Work to promote anti-bullying strategies
- Respond appropriately to incidents of discrimination (indirect, direct), harassment and victimisation and understand the action needed to report these.

Tackling Discrimination, harassment and victimisation

Discrimination (indirect, direct), harassment and victimisation on account of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation is unacceptable and is not tolerated within the school environment. Harassment is defined as 'unwanted conduct, related to a relevant protected characteristic which has the purpose or effect of violating a person's dignity or intimidating, hostile, degrading, humiliating or offensive environment for that person. Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done. That is regarded as a prohibited act.

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 the pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences. **Direct discrimination** occurs when one person treats another less favourable because of a protected characteristic. **Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

All incidents of discrimination (indirect, direct), harassment and victimisation or bullying are dealt with by the member of staff present, escalating to a class teacher/headteacher where necessary. There is a clear procedure described in the staff handbook which is shared with staff at the beginning of every academic year. All incidents are reported to the Headteacher and racist incidents are reported to the governing body on a termly basis.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- Use of derogatory names, insults, jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing sexist, racist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to the victim's race, disability, gender, or sexual orientation
- Discriminatory comments in the course of a 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 cooperate with other people of the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Publishing the Policy

We recognise that our policy is a public document that should be available to any interested stakeholder as well as raise awareness to others that we place a huge importance on promoting equality. We will promote and publish our policy by:

- Placing it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Reference the policy within the staff handbook

Monitoring and evaluating the Equality Policy and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Equality Policy and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors. We will inform staff and learners of our progress. The findings of our annual report will be used to update the Equality Action Plan. We want this Policy to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such our progress will be reviewed regularly by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Equality Policy and Equality Action Plan every four years, to set new priorities and identify new actions.

Action Plan and Equality Objectives 2021- 2025

All actions are monitored by the governing body each year, ensuring that we as a school reflect and review equality in the following areas: **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION, PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS and ELIMINATING DISCRIMINATION AND HARASSMENT.**

Key objectives identified for 2021 – 2025 are in bold.

School's Equality objectives:

- To narrow the attainment gap in reading, writing and maths in all year groups to below national averages for our pupil premium pupils by the end of Key Stage 2.

Why we have chosen this objective: Our internal data, which is discussed termly at pupil progress meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged and our data is currently supporting this statistic. We want to ensure our strategies to support this group of children is rigorously monitored and implemented well.

- To further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.

Why we have chosen this objective: We have recently had an increase in pupils who arrived at the school who do not speak English as their first language at home. We wish to review our current systems to ensure the correct support is in place both academically and socially for these pupils so that their integration into school is positive.

- To ensure the attainment between ethnic groups within the school remain comparable to national standards.

Why we have chosen this objective: Our school has a wide range of ethnic groups. We want to review our monitoring systems and support in place for identified groups to ensure that the children have equal access to the curriculum. We also want to ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow. To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.

Objective	Action	Persons responsible	Date to be achieved by	Monitoring
ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION				
The school will ensure that:				
To narrow the pupil premium gap in reading, writing and maths in all year groups.	Teachers and SMT to track pupils on termly basis and action plans set up to reduce gaps and improve outcomes	SMT Class teachers	July 2025	SMT to monitor annually through SMT meetings
To further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.	Employ additional staff for intervention work as necessary or if funding is sparse to reorganise staff within school to cover that need	SMT, TA, class teachers, parent officer	July 2024	Data monitored by SMT termly
The talents of disabled pupils are recognised and represented in the school activity	All children involved in concerts, assemblies and any particular talents are fully appreciated e.g. being part of the orchestra if they are able to play instrument	Class teachers, Senior leaders, SENCo	ongoing	Records kept by SENCo and checked against school records to show range and rate on involvement.
There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	This is already in place	Senior staff, class teachers	annually	Deputyhead to review with school council pupils in September.
Disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE and dance and assemblies.	Seek views from the school community on how access and equality in school could be improved. Coordinators seek views of disabled	Senior staff, class teachers	annually	SENCO review and notes

	pupils through EHC process			
Extended school activities i.e. after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population	All children have access to all activities and the list demonstrates the diversity of the school. However this will continue to be promoted.	All staff	Annually	Club registers
Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.	Receive feedback from parents' evenings and surveys. Informal feedback.	All staff	Annual staff meeting	Collection and analyse of data
The school will provide:				
Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts, that children with hearing impairment have an enhanced acoustic classroom environment.	Continue to develop as part of the SEN programme of work, staff training to keep them updated. One to one tutoring as appropriate. Liaison with external agencies and following of advice.	SENCo, Deputy Head, Parent Officer	Ongoing	Monitor of equipment and work space termly. Reviews recorded as part of annual review.
Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs).	Additional meetings with teacher and SENCo.	SENCo, class teacher	Ongoing	Records kept by SENCo, record of conversations and notes kept, annual review, IEP documents monitored.
Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).	This would be available as the need arises, reviewing communication options, homework policy, resources. Adapt admission forms to ensure information can be gathered from parents/carers as well as pupils.	Senior leaders, class teachers, Parent officer	ongoing	Parent feedback

	Special arrangements made for viewing concerts.			
PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS				
The school will:				
Promote positive images which reflect the diversity of the school and community for example in assemblies, books, publications and learning materials and in classroom/corridor display.	Assemblies to reflect the diverse nature of the school both in terms of learning and celebration this. Displays and reading books reflect diversity.	All staff, senior leaders	ongoing	Monitor that resources are accessible and relevant to our children.
Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce.	Best person for the post employed regardless of ability, however adverts will reflect the school's desire to employ people to reflect the diversity of the school community in its workforce.	SMT / governors	Already in place	Records of all who apply and their needs and reason as to why person employed or not.
Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute.	As above and if person appointed then all would be done to ensure to make reasonable adjustments based on needs.	SMT / governors	Already in place	Records of all who apply and their needs and reason as to why person employed or not.
Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Continue to develop this through the RSE and PHSE programmes of work and class teaching.	All staff	ongoing	Lesson plans, curriculum reviews
Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.	Parent Officer to further build on practice already in place. Review teaching approach and classroom routines as each disabled child is admitted, including homework policy review.	Teachers and home school liaison officer	Ongoing as needs arise	Monitor type of activity undertaken

Support for disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.	To ensure that individual transition arrangements are made available for children who require this. This would be further development of the work already undertaken.	Class teacher, parent officer	As the needs arise	Monitor transition activity.
Help children and young people to understand others and value diversity.	PSHE programmes of work, assemblies etc.	All staff	ongoing in curriculum	Review as part of curriculum review
Promote shared values, awareness of human rights and how to apply and defend them.	PSHE programmes of work, assemblies etc.	All staff	Ongoing in curriculum	Review as part of curriculum review

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

Develop and adapt procedures on anti-bullying to include equality perspectives.	Assemblies, curriculum content especially PSHE	Senior leaders	Ongoing in curriculum	Review as part of curriculum review
Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity.	Continue to monitor the anti-bullying policy to ensure that this does not happen. To take action in accordance with Trust and school policies.	All staff	System of reporting and recording in place. Parents involved.	Annual review of procedures
Keep a record and report how these incidents are dealt with to the governing body on a termly basis.	Set up a recording system that is accessible for all and use for reporting proposes.	Headteacher	ongoing	Checked termly and report to governors.
Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.	To be completed on an annual basis.	Headteacher	ongoing	Report to governors