

# Equality Policy

## Low Ash Primary School



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| Approved by:        | The Governing Body | 22.1.25 |
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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

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

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)

- gender reassignment • maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Vision Statement

'Be the best that we can be'

At Low Ash Primary School, we strive to provide our children with a bespoke enriched curriculum to ensure they can be successful in whatever they aspire to do. We encourage everybody to believe in themselves and welcome new challenges so they can achieve in life, now and in the future.

Low Ash Primary School is a place where there are no limits on learning!

Addressing Prejudice Related Incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and may seek support from the Local Authority Equality Team.

### 3. Roles and responsibilities

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Emma Lister. They will:

Meet with the designated member of staff (Carmel Spedding) for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they are familiar with all relevant legislation and the contents of this document  
Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The Headteacher will:

Promote knowledge and understanding of the equality objectives among staff and pupils  
Monitor success in achieving the objectives and report back to governors

The designated member of staff (Carmel Spedding) for equality will:

Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

Meet with the equality link governor regularly to raise and discuss any issues

Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different

year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

#### 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

#### 8. Equality objectives

##### Objective 1

All staff and stakeholders to have training on the equalities act.

Why we have chosen this objective: to ensure all staff have full awareness

To achieve this objective we plan to: ask staff to complete the equality training on the National College

Progress we are making towards this objective: in progress

##### Objective 2

To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils

Why we have chosen this objective: to ensure all groups have equal access to the curriculum, learning and improving outcomes.

To achieve this objective we plan to: consolidate and extend existing pupil progress meetings

Progress we are making towards this objective: in progress

Objective 3

Build a curriculum which reflects modern Britain and all of its diversity

Why we have chosen this objective: to ensure all pupils needs are met and our cultural capital is reflected in the curriculum

To achieve this objective we plan to: continue to develop and enhance our curriculum

Progress we are making towards this objective: in progress

9. Monitoring arrangements

The Headteacher and Named Governor will update the equality information we publish, at least every year. This document will be reviewed by Governors at least every 4 years.

This document will be approved by the Governors.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Signed: ..... Chair of Governors