



New Scotland Hill Primary School and Nursery

Enjoying living and learning together

EQUALITY POLICY

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| Date published | March 24 |
| Version | V4 |
| Date for review | March 25 |

Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 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.

Guiding principles

- In fulfilling the legal obligations cited above, we are guided by nine principles which apply to all within our community:
 - whether or not they are disabled
 - whatever their ethnicity, culture, national origin or national status
 - whatever their religious or non-religious affiliation or faith background
 - whatever their gender and gender identity
 - whatever their sexual identity.

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background; and of the kinds of barriers and disadvantages which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees in recruitment, promotion and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

We recognise and identify inequalities and barriers which become evident from monitoring activities. These will be addressed and will form part of the Accessibility Plan which is reviewed annually.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life by all groups of people.

Principle 8: We base our practices on sound evidence

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, more able, gender and vulnerability.

Principle 9: Objectives

We formulate and publish specific, measurable objectives, based on the evidence we have collected in Appendix A. In line with legislative requirements, will be entirely reviewed and re-published every four years.

The curriculum

The curriculum will be reviewed, at the planning stage, in order to ensure that learning and teaching reflect the first of the seven principles.

Ethos and organization

We ensure the principles apply to the full range of our policies and practices, including those that are concerned with:

- admissions and attendance
- pupils' personal development, welfare and well-being
- pupils' progress, attainment and achievement
- staff recruitment, retention and professional development
- teaching styles and strategies
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, and those that are directed against travellers, migrants, refugees and people seeking asylum

- prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

Governors:

The governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reviewing annually.

The Headteacher will:

- Implement the school's stated equality objectives
- Ensure that equality objectives and access plans are written, and that they are readily available to governors, staff, pupils and parents
- Ensure all staff know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enable reasonable adjustments to be made in relation to disability with regard to students, staff, parents/carers and visitors to the school.

All staff within the school will:

- promote an inclusive and collaborative ethos in their classroom
- plan and deliver curricula and lessons that reflect the principles of this policy
- deal with any prejudice-related incidents that may occur
- Be able to recognise and tackle bias and stereotyping
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

APPENDIX A
Equality Objectives

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators |
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| All | Publish and promote the Accessibility Plan through the school website, newsletter and staff meetings. | Increased awareness of equality duties and responsibilities for staff. | Headteacher and Equality Governor. | Immediately after Accessibility Plan is agreed by governing body. | Staff are familiar with the principles of the Accessibility Plan and use them when planning lessons, creating classroom displays Parents are aware of the Accessibility Plan |
| All | Monitoring and analysis of pupil achievement by race, gender and SEN/disability. | Achievement data analysed by race, gender and disability. | Headteacher, SENDCO and Equality Governor. | Annually in Sept. based on published data; termly with internal tracking | Analysis of teacher assessments/annual data demonstrates the gap is narrowing for identified groups. |
| All | Ensure that displays in hall, classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Increase in pupil awareness of diversity in school, the wider community and world—monitor through PSHE. | Headteacher | Ongoing | More diversity reflected in school displays across all year groups. Pupil voice evidences children seeing themselves as part of school. |
| All | Ensure the school library and Reading Spine include books reflecting a wide and diverse range of cultures, ethnic backgrounds and traditions, alongside books that challenge barriers to equality such as prejudice and stereotypes. | Staff encouraged to look for and read a wide range of texts, sharing good examples that can be purchased for the school. English subject leader to review reading spine. | English subject leader All teachers | Ongoing Focus within SDP 23-26 Central to English action plan 2023-24 | Increase in available books from range of cultures and reflecting diverse nature of the UK's population. |
| Race and Disability | Ensure newly arrived pupils, disadvantaged pupils and pupils with SEND are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in all aspects of school life. | By discussion with teachers. Pupil Premium Strategy SEND Policy | Class teachers Inclusion Lead SENCO | Ongoing | Newly arrived BME, EAL and Children with SEND actively discussing diversity and other |

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| | | Sports Premium Strategy | | | children recognising and respecting cultural, racial, linguistic, disabilities and other differences. |
| Disability | Ask OT and professionals from Disabled Children's Team to review the site and give advice regarding access and movement of children around the school. Plan in place for adjustments to site and resources in place where needed. | Plan in place for adjustments to site and resources in place where needed. | Head, SENCO, OT | Initially Autumn Term 2024, then annually | Children with physical needs fully included and integrated into all aspects of school life. |
| Disability | Enhance understanding of neurodiversity and raise profile of all learners and learning styles. School reflects diversity of learning styles and characteristics. | Inclusion support plans Assembly overviews evidence range of learning styles | Head SLT SENCO Inclusion Lead | Termly Spring Term pupil voice | All children feel sense of place as learners (evidenced in pupil voice). School reflects diversity of learning styles through displays, newsletter, etc. |
| Attendance | Monitor the attendance of all significant groups – at least half termly (SEND, Disability, Gender, Ethnicity). Identify any barriers and put actions in place. | Report to Governors Half-termly mtg with attendance officer Engage with EWS | Attendance Officer & Head Inclusion Lead | Fortnightly attendance meetings | No child classed as 'Persistent Absentee'. At least 95%. Aspiration for pre-pandemic 97% attendance. |
| Religion and Belief | Ensure the school's curriculum offer is diverse and accurately represents Britain's' diverse past and the society we live in today | Subject leader monitoring and reports | Subject Leaders | Curriculum and PD review April INSET 2024 | Curriculum audit completed and staff confident that curriculum does not reflect any unconscious bias or discrimination |
| All | Ensure that children eligible for free school meals and the pupil premium benefit from the additional funding relating to their status. Creation of 3-year PP Strategy; review the PP Strategy annually to ensure it identifies the needs of our pupils and has clear actions with SMART targets. | By tracking the spending of the pupil premium See Pupil Premium Strategy on Website. | Bursar and Headteacher PP Governor PP Champion | Annually in July Termly reviews PPG 3 yr plan reported by December 2023, 2024, 2025 | Ensuring that children eligible for the pupil premium are benefitting from the funding in terms of academic progress, access to the curriculum, extra-curricular activities and visits |

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| Financial Vulnerability | Monitor all attendance at least half termly. Report on attendance of FSM and Ever 6 pupils to identify patterns of attendance and impact on achievement | Attendance officer to report to HT HT report to Governors | HT Attendance officer Bursar | On-going | Attendance and achievement of pupils identified as poor attenders improves. No child disadvantaged due to financial situation. |
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APPENDIX B

Protected characteristics: definitions

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he 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.

Gender reassignment

The process of transitioning from one gender to another.

Further guidance www.gires.org.uk/mglossary.php

Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it to be included in the definition.

Sex:

A man or a woman.

Sexual orientation

whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.