



Equality Policy

including

Equality Target

To be read in conjunction with the school SEND information report and Accessibility Policy.

Policy written in line with the DfE guidance - The Equality Act 2010 and schools May 2014 with updates 2018 –

Link -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Reviewed: July 2021

Next review: July 2022

Share with Governors: June 2021

and new targets during H&S meeting October 2021



This policy reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the Government.

Main aims of the Act with which the School and Nursery comply:

- **To eliminate discrimination, harassment and victimization.**
- **Advance equality of opportunity between people with/without ‘protected characteristics.’ (See list further on in this policy).**
- **Foster good relations between people with/without those characteristics.**

Equality

Equality is about ensuring everybody has an equal opportunity and is not treated differently or discriminated against because of their characteristics.

Diversity

Diversity is about taking account of the differences between people and groups of people, placing a positive value on these differences, and making adjustments as needed to reflect them.

Aims to promote equality of opportunity:

The School and Nursery (Setting) enables **all** pupils to take part as fully as possible in every part of school life by developing each child’s self-confidence, recognising their strengths and encouraging them to achieve their potential.

The setting takes steps to advance equality of opportunity, foster good relations and eliminate discrimination, victimisation or harassment across all the protected characteristics (race, gender reassignment, disability, religion or belief, pregnancy and maternity, sex, sexual orientation) within the school community. Reasonable adjustments are made to accommodate everyone.

This means:

We **will** promote equality of opportunity

We **will** eliminate unlawful discrimination

We **will** eliminate harassment and promote equality of opportunity to include all protected characteristics (see below).

We **will** break down any barriers to participation

We **will** meet the specific needs of different groups

We **will** find ways to overcome disadvantaged experienced by certain groups

We **will** foster good relations between different groups



We **will** promote equality (including have a written equality policy), positive attitudes, encourage participation in public life and take account of disabled people's disabilities even where that involves treating people more favourably than other people.

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' (relating to schools) within equality law are:

- **Disability** - A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all.
- **Age** - The category protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that



it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.

- **Marriage and civil partnership** – The Act protects employees who are married or in a civil partnership against discrimination.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, we will not discriminate by refusing for example, to admit a pupil because his/her parents are gay men or lesbians.

'Prohibited Conduct' (acts that are unlawful):

- **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
- **Discrimination by association or perception** - For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. E.g. High adult/child ratio to allow a child to participate in a particular activity of a school trip.

Equality in action, what we currently do:

- We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school including extra-curricular activities and residential. E.g. we give **all** pupils the opportunity to go on overnight residential and make adjustments to allow this to happen (Arthog). We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, Governors and visitors to the school. E.g. a hard path is available for use in our outdoor 'Base Camp' to aid mobility and accessibility. We are also committed to ensuring staff with a disability have equality of opportunity e.g. disabled car park spaces near to the entrance.
- We actively encourage positive attitudes towards pupils, staff, Governors and parents/carers and we expect everyone to treat others with dignity and respect – consistent behaviour policy adhered to by all staff.
- We regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action e.g. Whole school British Values week.



- We regularly consider the ways in which our teaching and the curriculum provision supports high standards of attainment, promotes common values, and helps students understand and value the diversity that surrounds them, and challenges prejudice and stereotyping. E.g. clear curriculum maps highlighting values (see website) and Expect Respect whole school annual project looking at respect and stereotyping.
- We monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information helps the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practise, and trends are identified which inform the setting of our equality objectives in the school improvement plan. E.g. Raising Attainment Plan (RAP) listing trends, actions and impact.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join. We collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We do not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We seek the view of advisory staff and outside agencies and partnerships with other schools where this is necessary. In planning the curriculum and resources, the school takes every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively. Regular training is given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. (Bullying and racist incident logs in the Headteacher office as well as on our online reporting system - CPOMs).
- We expect that all staff and Governors are role models for equal opportunities, deal with bullying and discriminatory incidents and are able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school plans on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. E.g. SMSC whole school planning documents which highlight some of the work that goes on e.g. British Values week.

Consultation with other stakeholders:

- We ensure pupil/parent/staff/Governor consultation is regularly sought in the development and review of this policy.
- We regularly seek the views of pupils, parents, Governors, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We regularly review our accessibility plans (See separate Accessibility Plan Policy July 2021).
- We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practise.
- The school consults with stakeholders, i.e. pupil, parents/carers, staff, Governors and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

The school has an equality page on its website to show what our equality targets are and how we are progressing with them and advancing equality of opportunity.



Review:

This school is continually carrying out equality impact assessments e.g. Following data capture, to ensure that we are not disadvantaging any group of pupils with protected characteristics. Changes, where necessary, are acted upon rapidly, with regular checks to ensure they are continually effective.

Responsibilities:

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work- for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All Staff

- Enact this policy, its commitment and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.



Newdale Primary School and Nursery staff abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against. We have this in the centre of our school development plan and take any acts of discrimination very seriously.

Definitions

Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community - From the school's perspective, the term "community" has a number of meanings:

- The school community - the students we serve, their families and the school's staff.
- The community within which the school is located- in its geographical community, and the people who live and/or work in that area.
- The community of Britain- all schools by definition are part of it.
- The global community- formed by European and International links

Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.

If you are unsure of any other terms used in this policy, please do ring our school and ask us.



Equality Statement 2021 - 2022

EQUALITY – Everyone is treated equally and fairly at our school

The School and Nursery complies with the recommendations of the Equality Act 2010 and the latest DfE Equality Act Guidance also the Public Sector Equality Duty (PSED) compliance.

There are two specific duties; these are that schools should:

- publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- publish at least one equality objective.

The Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools and which extends to all protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership. It has three main elements. In carrying out their functions, schools are required to **have due regard to the need to:**

- Eliminate discrimination, harassment and victimization;
- 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.

Senior Leaders and Governors in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We review our practice with stakeholders on a regular basis.



Equality Target 2021 - 2022

It should be noted that the Equality Targets, mirror what is prioritised in the Raising Attainment Plan for the setting.

At our school, we provide an environment in which everyone involved in the school community is valued and has equality of opportunity. We are ambitious for all our pupils.

Our equality targets are to; **Yellow** = target **Blue** = review

- **Attendance** – To continue to ensure that there are high levels of attendance for all pupil groups with an emphasis on pupils in receipt of the pupil premium grant (PPG). Year end July 2021 Non pupil premium 97.16% verses pupil premium 92.40% (gap = 4.76%)

Attendance – February 2022 Non pupil premium 93.93% versus pupil premium 91.95% (gap = 1.98%) gap is reducing. Impact of covid is evident but school is on an improving line and compare well when looking at other schools.

- **Writing** - To increase progress and raise attainment in writing across the school, with a particular focus on boys and pupils in receipt of PPG.

Year end July 2021 Upper KS 2 gender focus boys age related expectation (ARE)

Yr 5 Boys 68% verses girls 88% (gap 20%)

Yr 6 Boys 59% verses girls 91% (gap 32%)

Lower KS PPG focus ARE Yr 2 PPG 43% verses non PPG 86% (gap 43%)

Yr 3: PPG 36% verses non PPG 78% (gap 42%)

Writing Autumn end 2021 Upper KS 2 gender focus boys age related expectation (ARE)

Yr 5 Boys 68% verses girls 81%, (gap 13%) ↓

Yr 6 Boys 55% verses girls 88% (gap 33%) ↑

Lower KS PPG focus ARE Yr 2 PPG 41% verses non PPG 81% (gap 40%) ↓

Yr 3: PPG 50% verses non PPG 70% (gap 20%) ↓

- **Phonics and Spelling** - To ensure a smooth transition from letters and sounds to Read Write Inc phonics scheme with all staff trained to allow consistency and high impact, particularly for PPG pupils.

Data year end July 2021: Year 1 whole cohort 76%, PPG 36% verses non PPG 89%.

Writing Data Autumn end 2021: Year 1 whole cohort 17%, PPG 7% verses non PPG 20%.

We are aware of the dip and the predictions for the next data capture are much more favourable.

- **Recovery funding** - To ensure all pupils benefit from the additional recovery funding in place for 2021- 2022 Whole school data summaries will be used to assess impact of this target.

Recovery funding - We continue to monitor the impact of the recovery funding on pupils.

- **Club offer** - To ensure a variety of clubs are offered to all pupils, regardless of vulnerabilities. Percentage of PPG children attending clubs to be recorded and monitored.

Recovery funding - Approximately 10% of PPG pupils are attending clubs, which has doubled from last year. We continue to record and monitor the attendance.

Interventions –

- Attendance action group targeting poor attenders and offering support for the pupils and families.
- Pastoral Team support to work across the whole school and nursery, supporting, where required pupil premium linked families.
- ‘Key worker’ Pupil Premium focus project that allows nurture and supports in removing barriers to learning.



- Targeting intervention for boys in Key Stage two accompanied by spotlighting boys in lessons to ensure maximum progress.
- Additional support to continue in year groups with high percentages of Pupil Premium children.
- Phonics workshop/assembly to support parents in working with children at home.
- Phonics training for support staff and re-introduction of specialist Phonics Teaching Assistant running daily groups.
- Increase of phonics resources for in school and home learning.
- Targeted intervention led by the class teacher on a regular basis each week, following regular pupil progress meetings.
- Reviewed club offer to ensure it is broad and balanced. With external providers and class teachers having a responsibility to run x 2 clubs over the year.
- Review whole school system around financing clubs for PPG children.