

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Equality Policy

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners	✓		
Governors	✓		
Parents	✓		
Website	✓		
Local Authority			

Policy Updated – Spring 2024 ~ Review Date – Spring 2027

Introduction

The Public Sector Equality Duty (PSED) requires our school to publish information about Equalities.

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics

- Age
- Disability
- Gender
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

Published Information

The information we publish must be linked to the 3 aims (General Duties) of the Public Sector Equality Duty.

Why we have developed this Equality Policy

This Equality Policy for Alder Coppice Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies.

General Duties

The 3 aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The 2 specific duties of the Public Sector Equality Duty are intended to help schools meet the general duties. They are to:

1. Publish Information
2. Set Equality Objectives

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

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies.

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](#).

Our vision statement about Equality

Alder Coppice Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Approach and Way of Working

Much of the information we analyse will relate to School Improvement Plan priorities and evaluations of pupil progress data. We intend to use the information to improve outcomes for all groups in the School. We want to make sure we know which pupils are doing well and which are doing less well, so we can plan and improve.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality;
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better;
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other;
- Social cohesion within our school and within our local community;
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere;
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities;
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Statement & Principles

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Alder Coppice Primary School, equality is a key principle for treating all people fairly irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Monitoring and Review

The staff member responsible for implementing and co-ordinating the monitoring and evaluation is the Deputy Headteacher. She will be responsible for:

- Providing updates on equalities legislation and the School's responsibilities in this regard;
- Working closely with the Governing Board to ensure the School fulfils legal requirements;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment;
 - Learning and Teaching;
 - Behaviour discipline and exclusions;
 - Attendance;
 - Admissions;
 - Incidents of prejudice related bullying and all forms of bullying;
 - Parental involvement;
 - Participation in extra-curricular and extended school activities;
 - Staff recruitment and retention;
 - Visits and visitors.

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the School;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- Adults in the School will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the School and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the School to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the School

- At Alder Coppice Primary School, we are aware that those involved in the leadership of the School community are instrumental in demonstrating mutual respect between all members of the School community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the School;
- The children are encouraged to greet visitors to the School with friendliness and respect;
- The displays around the School reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through leadership opportunities, the Learning Forum, pupil discussion and surveys and there are regular opportunities to engage with pupils about their learning and the life of the School;
- Positive role models are used throughout the School to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- Key Staff involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the School;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The School counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The School has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The School reports to Governors, parents and the LA on an annual basis the number of prejudice related incidents recorded in the School.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Alder Coppice Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the School;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are taken into account;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the School community have a responsibility for promoting equalities.

Our **Governing Board** will:

- ensure that the objectives arising from the policy are part acted upon;
- support the Headteacher in implementing any actions necessary;
- evaluate and review the Policy and the objectives.

Our **Headteacher** will:

- ensure that staff, parents/carers, pupils and visitors and contractors are informed as appropriate about the Equality Policy;
- oversee the effective implementation of the Policy;
- ensure staff have access to training which helps to implement the Policy;
- develop partnerships with external agencies regarding the policy so that the School's actions are in line with the best advice available;
- monitor the Policy and report to the Governing Board at least annually on the effectiveness of the policy and publish this information;
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it.

Our **Senior Leadership Team** will:

- have responsibility for supporting other staff in implementing this Policy;
- provide a lead in the dissemination of information relating to the Policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues.

Our **pupils** will:

- be involved in the further development of the Policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the Policy;
- be encouraged to actively support the Policy.

Our **parents/carers** will:

- be given accessible opportunities to become involved in the further development of the Policy;
- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy;
- be informed of any incident related to this Policy which could directly affect their child.

Our **school staff** will:

- be involved in the further development of the Policy;
- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- make known any queries or training requirements.

Relevant **voluntary or community groups** will:

- Be invited to contribute to the further development of the Policy;
- Be encouraged to support the Policy;
- Be encouraged to attend any relevant meetings and activities related to the Policy.

Equality Objectives

Our equality objectives are based on our analysis of our data and other relevant information. Our equality objectives focus on those areas which will help improve equality and tackle disadvantages. Please see separate Equality Objectives document.

Measuring the Impact of this Policy

The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school.