

Flanderwell Primary School

Equality Policy 2023-2026



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'Respect, aspiration, inclusion, kindness and compassion'

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1. Introduction

Vision and Ethos

At Flanderwell Primary, we aim to...

... provide an environment where **'every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.

...ensure that **'every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.

...provide an engaging and relevant curriculum which sets down the foundations for **'every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration**. Safeguarding pupil and staff welfare is of the utmost importance to us.

2. Aims

At Flanderwell Primary School we welcome our duties under the Equality Act 2010. We aim to meet its obligations under the public sector equality duty 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.
- At Flanderwell 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 race, gender, disability, faith, religion or socio-economic background. 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 fully in school life.
- The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment

which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our schools.

3. 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.

4. Roles and Responsibilities

The Executive Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher and Deputy headteacher in his absence.

The Local School Board will meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.

They will:

- 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 Board of Directors regarding any issues

The Headteacher and Deputy Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to Directors.

The Designated Member of Staff for Equality (Tina Otter) will:

- Support the Headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs and deliver training as necessary.

All Staff will:

- Have regard to this document and to work to achieve the objectives as set out in section 8.
- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents,

drawing them to the attention of the headteacher.

- Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. Eliminating Discrimination

The Academy 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 are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

The School have a designated member of staff for monitoring equality issues. They regularly liaise with other senior leaders and the local trust board.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

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 a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present and escalated in line with the Safeguarding policy.

All incidents are reported to the Headteacher who then reports to the Local School Board on a termly basis.

What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes • Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of 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 co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents The School will ensure that pupils and staff are aware of how they report incidents. All staff, teaching and non-teaching, will view dealing with incidents as vital to the well-being of the whole Academy.

6. Advancing Equality of Opportunity

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

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- 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 Pupil leadership team, House Captains, Play leaders etc.
- All children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and collective worship
- Extended school activities such as breakfast and after-school clubs consider pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.

The Academy 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
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs)

7. Fostering Good Relations

Flanderwell 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.
- 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, central to our behaviour policy is the implementation of restorative practice approaches.

8. Equality Considerations in Decision making

Flanderwell Primary School ensures it has due regard to equality considerations whenever significant decisions are made. The School will always consider 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

9. Equality Objectives

We understand the principle 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
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and sexual orientation

To do this 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. This will include the following function:

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

Objective 1: To raise equality awareness with students and staff, through developing an understanding of children's rights.

Why we have chosen this objective: To support all children to develop their sense of well-being, increase participation in all aspects of school life, further foster relationships with others and develop their self-esteem.

To achieve this objective, we plan to: Support the children to learn about the rights of a child. Deliver a school ethos based on rights and building relationships. Empower the whole school community to participate and take action to ensure all children have their rights met. To complete the accreditation to become a rights respecting school.

Objective 2: To ensure our curriculum design supports our children to develop their understanding of equality and speak out against any inequitable practices.

Why we have chosen this objective: To help pupils to recognise and celebrate equitable practices and stand up against any inequality. To support in fostering good relationships across all characteristics through celebrating difference by children seeing examples of successful people from all walks of life and celebrating their success.

To achieve this objective, we plan to: Hold a review of the topics taught across the curriculum and the books used to ensure we provide a balanced, fair representation of the different characteristics. We will also hold a whole school theme based on inspirational people linked to the protected characteristics and display examples of inspirational people prominently throughout the school. Teachers will support children to engage in positive discussions on diversity and promote the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability. To complete the accreditation to achieve the Educating for Equality Award Mark.

Objective 3: To ensure all leaders involved in recruitment and selection are committed to, trained and knowledgeable on equal opportunities and non-discrimination. This will be shown through all actions of leaders and evidenced through training evaluation data, which will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To build on our current processes and procedures to ensure that all staff involved in the recruitment process have received the most up-to-date training available to raise awareness of the principles of the Equalities Act.

To achieve this objective, we plan to: Ensure that at least one person on each interview panel is currently trained in safer recruitment and that all leaders are appropriately trained in equal opportunities by September 2024

10. Monitoring Arrangements

We continue to make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and use this to inform strategies to raise achievement.

We also regularly track and monitor the children's attendance and incidents of behaviour by their demographics and report this to governors.