



# Equality Policy and Action Plan



Policy Number: 015

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<b>Date:</b>		
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## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	School Published and amended	July 2024

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### [Referenced statutory and non-statutory guidance](#)

**Supporting Documents - please note links below are to documents available to the school from the KAHSC website or external websites and are for school use only.**

[PSED checklist for school staff and governors](#)

[PSED guidelines for writing equality objectives](#)

[PSED template for publication of the school equality objectives](#)

[PSED equality objectives action plan](#)

[PSED statement for the staff handbook](#)

[PSED statement for school website](#)

[PSED Annual Equality Report Example Template \(large school\)](#)

[Equality Impact Assessments Guidance](#)

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## 1. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are equally valued.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

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](#).

**Our approach to equality is based on 7 key principles:**

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## 2. The Equality Act and Public Sector Equality Duty

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff or the wider school community or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and although are not part of the school provisions related to pupils, would apply to staff and the wider school community.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty (PSED) and two specific duties:

**The Public Sector Equality Duty or “general duty”.** This requires all public organisations, including schools to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;

- foster good relations between different groups.

**Two “specific duties”.** This requires all public organisations, including schools, to:

1. publish information to show compliance with the Equality Duty;
2. publish Equality objectives at least every 4 years which are specific and measurable.

Further information on how the Equality Act applies to schools can be found in the Department for Education document [Equality Act 2010: advice for schools](#).

### 3. Purpose of this Equality Policy

To comply with our legal duties under the Equality Act 2010 our Equality Policy describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the Equality Policy and our objectives with appropriate timescales for the future.
- Eliminate discrimination.
- Promote positive attitudes and eliminate harassment or victimisation related to any aspect of social identity or diversity.
- Promote equality of opportunity.
- Encourage participation by people with disabilities and people representing different aspects of social identity in public life.
- Take steps to take account of difference even where that involves treating some people more favourably than others.
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils’ parents or carers.

### 4. Links to other policies and documentation

Although this Policy is the key document for information about our approach to equality in line with the Public Sector Equality Duty, evidence of our commitment to our responsibilities under the Equality Act can also be found in our:

- Accessibility Plan
- Admissions procedures (website)
- Behaviour Policy
- Equality impact assessment procedures
- Governing body minutes
- Parent and pupil surveys
- Child Protection Policy and procedures
- School performance data
- School website and newsletters
- Self-evaluation reviews
- SEND Policy
- School development plans

As a school we also collect the following information, broken down by race, religion or belief, sex, disability and, where relevant, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age:

- School admissions
- Pupil attainment and progress
- Prejudice-related incidents
- Sanctions (including exclusion)
- Staff recruitment and selection
- Professional development opportunities

The Equality Act also applies to schools in their role as employers, and the ways in which we comply with this are found in our Recruitment and Selection procedures.

## 5. Our school profile

Jericho Primary School is a two-form entry school (PAN 60), including a governor led nursery (60 places). We are situated in Whitehaven, Cumberland. We are a maintained community School. In October 2019 we moved into our new purpose-built school. We are a larger than average sized primary School (422). We have below average numbers of pupils on Free School Meals FSM (11%). Our school populations is predominately White British (88%) however are pupils who have English as an Additional Language (5%) is steady increasing over time. We have a fairly stable school roll with little movement out, however we do have a number of children who join our school often midyear. A number of these children have Special Educational Needs and/or Disabilities (SEND). We have an increase number of pupils with SEND in the School. Numbers of pupils with an Educational Health Care Plan (EHCP) are well above average (3.8%). The numbers of pupils with SEND Support plans is average (13.8%). We currently have a range of primary needs in school including specific learning difficulties / moderate learning difficulties, social, emotional and mental health issues. We have a high number of pupils who have Autism.

The Local Authority (LA) handles admissions to the school. When we are made aware of pupils who are joining the school with special educational needs or disabilities, we arrange to meet the pupil and parents or carers and involve professionals from the LA and Health Authority to ensure any adjustments required to our buildings or curriculum are made in readiness for them starting school. The school has fully ramped access and is level throughout the building enabling access to wheelchair users. Our reception area is accessible to people with disabilities and we have a hearing loop for those with impaired hearing. We have 5 disabled toilets.

Information for parents and others is provided in verbal and written form and we offer it in alternative formats on request e.g. another language, braille etc.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

**Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely.**

## 6. Planning to eliminate discrimination and promote equality

Our Equality Objectives Action Plan identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

In order for us to assess and make reasonable adjustments and proportionate steps to overcome barriers that may impede some people, we also have an Accessibility Plan (published on the school website) which specifically focuses on how we will improve equality of access to:

- education for pupils with disabilities;
- work for employees with disabilities;
- work or a family life for visitors and other members of our school community;
- other user groups who access our building.

We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, and actions to address other social identities.

Progress towards our Equality Objectives and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually.



We take steps to ensure our Equality Information Report and our Objectives are understood and implemented by all staff and are published on the school website. They will be made available in different formats and in different languages on request to the school office.

In line with DfE guidance on what we must or should publish on the school website, we will consider collecting and publishing governing board members' diversity data so that such information is widely accessible to members of the school community and the public.

## **7. Advancing equality of opportunity between different groups**

### **7.1 Disability equality**

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the disability equality duty and this section sets out our commitment to meeting the duty. Our Policy shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Schools are required under the Equality Act 2010 to have an accessibility plan. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan is available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. For example, as part of our PE curriculum, children participate in wheelchair basketball sessions led by a world wheelchair basketball champion. On a regular basis, subject leaders review aspects of the curriculum to ensure it meets the needs of all pupils, this includes using concrete manipulatives and practical resources to aid development. At Jericho, we have a range of extra-curricular and enrichment activities, which we ensure are accessible to all (this includes clubs, trips and residential). When using external agencies for educational delivery, we proactively ensure they fully comply with legislation to ensure that the needs of all children are met.

Moreover, progress is tracked termly, for all pupils, including those with a disability. In response to progress, targets are set effectively and are appropriate for pupils with additional needs. Additionally, staff are regularly trained and informed to enable them to meet the needs of children with a range of SEN. We are continuing to review staff training needs and are proactively aiming to provide more CPD opportunities and training for members of the school community as appropriate. We have a proactive SENDCo (Mrs Laura Ball) who is fully trained and keeps fellow practitioners up-to-date on changes to legislation and national guidance. Our SENDCo is fully involved in the review of the needs of children and provides support for staff as and when needed; she is also part of our school pastoral team and Deputy Headteacher. Any new starters to our school have their needs analysed to ensure that they can access the

## 7.2 Racial equality and community cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

At our school, pupils have opportunities to study issues relating to intolerance, prejudice, discrimination and racism, in-line with British Values. Our pupils are taught about significant events with relevance to modern society. Our curriculum reflects the ethnic, cultural and religious diversity of the school, and of society locally, regionally and nationally. We are continuing to build on our resources to reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally. Our resources portray members of all ethnic and cultural groups in ways which are positive and stereotypes are not reinforced. Moving forwards, we are aiming to build more opportunities into our whole school and class assemblies to promote race equality; this will include engaging with ethnic groups in the local area and establishing links within our wider school community.

We keep accurate information about the ethnic origin, first language and religious affiliation of all pupils and this is stored centrally on our Arbor records, in line with GDPR regulations. We pride ourselves on our extensive list of after school and enrichment activities all of which are available to all children- regardless of their background. Achievement, attendance and exclusions are monitored by ethnicity to ensure equal opportunity is instilled. Despite having a lower than average number of EAL pupils, all languages other than English, are valued and promoted and children learn MFL as part of their studies.

Furthermore, at our school, all pupils are given opportunities to meet their religious needs, especially at the time of important festivals and pupils are allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home (whilst taking due regard to the school's own uniform & health and safety policies). Linked to this, we take every attempt to meet the dietary

needs of all pupils by working closely with our Kitchen Manager and by having comprehensive records of pupils, which are available to all staff.

At our school, members of all ethnic and cultural groups are warmly welcomed, valued and encouraged to play an active role in school life. We pool upon their expertise and experience to enhance enrichment opportunities for all of our pupils, including visits and visitors. This is something that we would like to continue to prioritise as this will help us to continue to promote race equality and provide positive role models to children.

As far as is possible, staffing will reflect the ethnic and cultural diversity of society locally, regionally and nationally and our PSHE/RE leader Mrs Kathryn Milligan, will work in conjunction with the Headteacher and Deputy Headteacher on the priorities of the school ethnic community

### 7.3 Sex and gender reassignment equality

We are committed to combating sex discrimination and sexism and promoting the equality of women, men, boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non-binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

On a termly basis, attainment and progress for boys and girls is closely monitored and more recently writing was identified as a school improvement priority. Through action planning and a review of the curriculum, we have seen an impact on overall levels of attainment and progress in writing but specifically an improvement for boys. This has been across school. We ensure that there is equal representation from both genders such as on our pupil parliament.

As part of our safeguarding duty, staff are fully trained in recognising and responding to signs of gender violence and domestic violence. The school engages with the Operation Encompass Scheme, which enables us to support victims. Due to our extensive pastoral care system, we are able to provide adequate and immediate support to pupils, who may suffer from gender violence, bullying or have witnessed domestic abuse within their household. The school is aware that such crimes can be perpetrated by both genders. Moreover, we have an extensive PSHE curriculum, which addresses gender issues such as sexual bullying and sexual exploitation (in a child-friendly way). Within assemblies, circle time and PSHE lessons, we commit time to responding to and discussing information children may receive from the internet, films, TV and other media where women are portrayed in a derogatory manner. We keep parents/guardians informed of such discussions and provide a wealth of information, in-line with our E-Safety practice, on the use of social media.

We will endeavour to retain a gender balance amongst the school staff as a whole and at various levels – for example the Senior Leadership Team. At our school, gender does not impact on pay; staff have equal opportunities for career progression. Additionally, all staff will be eligible to apply for job-sharing, career breaks and maternity or paternity leave.

Within daily classroom procedures, pupils will be listed alphabetically or by date of birth; registers will not separate boys from girls. All children, irrespective of gender, wear the same colours for their uniform and PE kit and are encouraged to line-up together and sit with one-another in class. Children

are actively encouraged to make equal use of all the resources and facilities in the school and staff aid this by ensuring that boys do not dominate such resources as the playground, the climbing apparatus, the construction toys or the computers, and that girls do not dominate such things as the home corner and the dressing-up clothes in EYFS. Around the school, all stakeholders will be discouraged from using sexist language, and commended when they challenge such language: regular reminders will be given about this and all stakeholders will be reminded of the negative effects of sexist attitudes and language.

#### **7.4 Religion and belief equality**

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

In order to comply with this duty, the school recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. The school also recognises that a person's religious beliefs may mean that they have different needs, demands and expectations, which require flexibility. The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief. R.E. is taught as part of our curriculum as well as a focus on wellbeing through mindfulness, pastoral care and group reflection. Our assemblies provide opportunities for spiritual and moral development, as well as fostering a sense of community and identity; enabling everyone to share and celebrate achievement; to learn of different faiths and cultures; and promote the importance of helping and encouraging one another. As part of our ethos, we instil respect towards all beliefs and religions and implement enrichment opportunities in order to celebrate a range of festivals and faiths- this is an aspect which we are continuing to shape. Every effort will be made to ensure that new resources show people of all ages, religions and backgrounds/ circumstances involved in a diverse range of activities, thereby challenging stereotyped ideas about what people can and should do. Within our library and classroom practice we will review the books available that portray stories and poems which challenge stereotypes and we will actively encourage more of these to be embedded within the curriculum and/or available for children to read.

Moreover, as part of our safeguarding responsibility, all staff are fully trained on PREVENT training and opportunities are taken to defeat religious stereotypes. In addition, any racial incidents are reported, recorded and immediately responded to in-line with our statutory policy and procedures.

These measures help to create an environment where individual voices are encouraged and valued, together forming a collaborative community where all pupils, staff, parents and governors work together to bring out the very best in each other. Respectful, tolerant and brave, our pupils have the confidence and resilience to encourage each other to overcome adversity and speak out for what is right.

#### **7.5 Sexual orientation equality**

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

Within our school, children are discouraged from using homophobic language and language that makes fun of people because of their sexual orientation. Moreover, pupils are discouraged from using offensive language of any kind and they will be commended when they challenge such language. Any homophobic incidents are reported, recorded and immediately responded to in-line with our statutory policy and procedures.

Through our extensive curriculum promoting equality and celebrating diversity, we take opportunities ensure that appropriate language is shared and discussed with pupils. Every effort is made to ensure that resources show people of backgrounds/ circumstances involved in a diverse range of activities, thereby challenging stereotyped ideas about what people can and should do. An example of this is the topic of 'my family'. Within the teaching, photographs are shared of same-sex parents and discussed openly with the children. This helps to ensure that pupils see how all family backgrounds are different but must be respected and not discriminated against. As part of our PSHE curriculum, realistic images of lesbian, gay, bisexual or transgender people and the contributions they have made to different aspects of the curriculum are shared and celebrated- this is an aspect which we are continuing to prioritise. We recognise that homophobic, bi-phobic and transphobic bullying is widespread in Britain's schools. The impact can be detrimental to the attendance, attainment and mental health and wellbeing of young people. As a school community we are committed to tackling all forms of bullying including homophobic bullying and we are committed to empowering staff to tackle homophobic bullying and language as well as educating and supporting our students. This is celebrated on our school website and safeguarding display boards.

## **7.6 Pregnancy and maternity equality**

This school is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment.

We are also committed to ensuring pupils are protected from discrimination as entitled if they:

- are or have been pregnant;
- have given birth and unfavourable treatment occurred within 26 weeks of and including the day of the birth;
- are breastfeeding and unfavourable treatment occurs within 26 weeks of the birth as above;
- experienced a still birth, as long as the pregnancy reached 24 weeks;

To ensure pupils who are pregnant or have recently given birth or have experienced a still birth are protected from discriminatory practices, this school will not exclude them purely on the grounds of pregnancy and will provide up to 18 calendar weeks of authorised absence immediately before and after the birth to help reintegrated the pupil into education as quickly as possible.

## **7.7 Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

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

## 8. Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### 8.1 The Governing Body

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;
- undertake relevant and up-to-date training in relation to our equality duties;
- designate a governor with specific responsibility for the Equality Policy and action plan;
- draw up, publish and implement our school's equality objectives;
- establish our Equality Objectives Action Plan is part of our School Development Plan;
- support the Head Teacher in implementing any actions necessary;
- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Policy;
- evaluate and review the information supporting the Policy annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

### 8.2 The Head teacher/senior leader responsible for equality

The Head teacher responsible for equality will take steps to ensure:

- staff and parents are informed about the Equality Policy, objectives and action plan;
- staff understand the broad legal definition of disability;
- the Policy is implemented effectively;
- they manage any day to day issues arising from the Policy whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Policy;
- they monitor the Policy, objectives and action plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Policy or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Policy, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;

- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

### 8.3 All staff: teaching, non-teaching and other adults involved with our school

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole school issue and support our Equality Policy and objectives;
- be aware of the Equality Policy and objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;
- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment, or other forms of discrimination.

### 8.4 Pupils

Pupils are expected, and will be supported, to:

- be involved in the development of the Policy to help them understand how it relates to them in an age or ability appropriate way;
- act in accordance with any relevant part of the Policy;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

## 9. Disseminating, monitoring and reviewing the Policy

This Equality Policy along with the Equality Objectives and data is available:

- on the school website.
- as paper copies in the school office.
- in the staff handbook.
- on display for visitors, including parents and carers.

It can also be made available in other formats e.g. another language, or braille.

We update and re-publish our Equality Policy as necessary, our school profile and objectives annually to account for the September intake or staffing changes and how they affect diversity in school, and the action plan no less than every 4 years. We will also review our action plan in brief annually in light of any new objectives to ensure our longer-term goals remain relevant.

We publish copies of other relevant Policies and guidance, including those on behaviour, anti-bullying and special educational needs, on our school website.

## 10. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure. For more information please see [Policies | Jericho Primary School](#).

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate. For more information please see the internal staff shared files.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.



## REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was used in research and/or referenced in formulating this Equality Policy, Objectives and Action Plan:

- [UN Convention on the Rights of the Child](#)
- [UN Convention on the Rights of People with Disabilities](#)
- [Human Rights Act 1998](#)
- [The Equality Act 2010 and Schools \(UK Gov Department for Education\)](#)
- [Public Sector Equality Duty: Guidance for Schools \(Equality and Human Rights Commission\)](#)
- [The Essential Guide to the Public Sector Equality Duty \(EHRC\)](#)
- [Technical guidance on the Public Sector Equality Duty: England \(EHRC\)](#)