



Northbrook Primary School Equality Policy



Adopted by Governors

Last Review Date: March 2018

Next review: Spring 2019

Person Responsible: Headteacher

NORTHBROOK PRIMARY SCHOOL

EQUALITY POLICY

'Navigating pathways to success'

April 2018

This single policy replaces separate policies on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It details Northbrook Primary School's policy on the day-to-day practices and interactions with the whole school community.

Purpose

The over-arching purpose of this policy is to:

- Adopt a proactive approach to equality.
- Set out the commitment of the staff, pupils and governors of Northbrook Primary School to promote equality of opportunity and comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED) to all members of the school community.
- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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 Northbrook Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Awareness and commitment are key factors in the recognition and understanding of how established attitudes and practice may result in discrimination, and all staff should recognise their role in the positive promotion of this equal opportunities policy.

Equality Act 2010

The Equality Act 2010 has a single equality duty of positively combating inequality. The Act imposes equality duties in respect of equality strands (referred to as protected characteristics).

They are:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Public Sector Equality Duty (PSED)

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The specific duties of the PSED states that schools are required to:

- Publish information to demonstrate compliance with the PSED at least annually.
- Prepare and publish equality objectives at least every four years.

Roles and Responsibilities

Our **governing body** will ensure that the school complies with statutory requirements in respect of this policy and action plan.

The **headteacher** is responsible for:

- Implementing the policy and its related procedures.
- Making all staff aware of their responsibilities and providing training and support as appropriate to enable them to effectively deliver this policy.
- Taking appropriate action in any case of actual or potential discrimination.
- Ensuring that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.
- Ensuring that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.
- Reporting progress to the governing body.

All **staff** are responsible for:

- Promoting an inclusive and collaborative ethos in school.
- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Dealing with bullying and discriminatory incidents, and knowing how to identify and challenge prejudice and stereotyping.
- Promoting equality and good relations and not discriminating on any grounds.
- Attending such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- Being models of equal opportunities through their words and actions.
- Ensuring appropriate support for children with additional needs.

All **pupils** are responsible for:

- Refraining from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.
- Treating each other with respect.
- Speaking out if they witness or are subject to any inappropriate language or behaviour.

All **visitors and contractors** must be aware of, and comply with the school's Single Equality Policy and refrain from engaging in discriminatory behaviour when on school premises.

Ethos and Atmosphere

Northbrook Primary School welcomes and promotes an inclusive working and learning environment based on the principles of equality, dignity and mutual respect.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Individuals are taught, trained, assessed, appraised, promoted and otherwise treated solely on the basis of their relevant merits and ability, thereby being afforded equality of opportunity both in their working /educational life and access to services available from Lancashire County Council.

Any form of discrimination, harassment or victimisation will not be tolerated. Northbrook Primary School will support staff and pupils in challenging and removing all forms of prejudice and discrimination from the workplace. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This will be achieved by:

- Adopting an inclusive attitude which welcomes everyone to the school.
- Taking reasonable and necessary steps to meet pupils' needs by using a variety of approaches and reasonable adjustments for disabled pupils, to enable them to fully participate in school life.
- Being committed to ensuring staff with a disability have equality of opportunity.
- Expecting positive attitudes towards pupils and staff and everyone to treat others with dignity and respect.
- Encouraging pupils to greet visitors to the school with friendliness and respect.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Encouraging compassion and open-mindedness.
- Expecting that all staff will be good, positive role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

Learning and Teaching

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- Provide equality of access to all facilities and resources for all pupils and prepare them for life in a diverse society.
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive strategies when teaching about different cultural and religious traditions.
- Cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Encourage all pupils to be actively involved in their own learning.
- Consider the physical learning environment – both internal and external, including displays and signage which reflect diversity across all aspects of equality of opportunity.

Curriculum

At Northbrook Primary School, we aim to ensure that:

- The curriculum is balanced, inclusive and accessible to all pupils including those with special educational needs and disabilities (SEND) or those for whom English is not their first language.
- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

- Pupils will have opportunities to explore concepts and issues relating to identity and equality that may challenge their understanding to help them learn to become more accepting and inclusive of others.
- We regularly consider the ways in which the teaching and the curriculum provision support high standards of attainment, promote common values, help pupils understand and value the diversity that surrounds them and challenge prejudice and stereotyping.
- All pupils have access to assessments which recognise attainment and achievement and promote progression.
- All pupils' performance is taken into account when planning for future learning and setting challenging targets.
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- The rights of parents to withdraw their children from classes which pose conflicts to their own beliefs are respected.

Resources and Materials

The provision of good quality resources and materials to support the learning of all groups of pupils within Northbrook Primary School is a high priority. These resources should:

- Reflect a range of an ethnically, culturally and sexually diverse society without stereotyping.
- Reflect a variety of viewpoints.
- Promote a positive image of and attitude towards disability and disabled people.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of the school community.

Language

We recognise that it is important at Northbrook Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates conditions for all people to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Provision for Bi-lingual Pupils

We undertake at Northbrook Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum.

These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and Traveller Children.
- Advanced bi-lingual learners.

Bilingual pupils are encouraged to use their first language effectively for learning.

Extended Learning Opportunities

Our school provides equal access to all activities. We will:

- Ensure equality of opportunity that involve all pupil groups in extra-curricular activities and residential visits, and monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school and support their child's education.
- Members of the local community are encouraged to join in school activities

Equality and Diversity in the Workplace

Northbrook does not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's equality policy.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated at Northbrook Primary School and we are continuously working towards a more accepting and respectful environment for our school's community.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in

relation to equality and increases awareness of the needs of different groups of pupils.

- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Eliminating Discrimination

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community.

Northbrook Primary School aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Dealing with prejudice

Northbrook Primary School does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. Any such incidents should be reported.

When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

At Northbrook Primary School, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.

- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employees will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Monitoring and Review

Northbrook Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance/ attainment of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. This allows us to take appropriate action, including pastoral support, to meet the needs of specific groups. Resources are available to support identified groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as collecting, analysing and monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance;
- Exclusions and truancy;
- Racism, disabilism, sexism, homophobia and all forms of bullying;
- Parental involvement;
- Participation in Extended Learning Opportunities.

Northbrook Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a

governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect and analyse a range of profile information about protected characteristics to ensure all staff have equality of opportunity for example:

- Applicants for employment;
- Staff profile;
- Training;
- Disciplinary and grievance cases;
- Staff appraisal/performance management;
- Promotions;
- Exit interviews.

This is deemed to be best practice in order to identify potentially discriminatory practice.

Meeting the Duties

Under equality legislation, Northbrook Primary School has the following specific equality duties, which this policy will meet:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Consult stakeholders (pupils, parents /carers /guardians and staff) on their perceptions of equality within the school and build the results of consultation into the equality policy.
- Set specific, measurable equality objectives and publish information about their performance on equality, so that the public can hold them to account.
- Assess and analyse the impact of the equality policy on pupils, staff, and parents / carers /guardians, in particular monitor pupil admissions, attainment levels and exclusions by disability, sex, religion and different racial groups.
- Take such steps as are reasonably practical to improve any adverse outcomes for any group.
- Record all hate incidents and report them to the Governing Body on a regular basis.
- Audit and monitor curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.

- Take reasonable steps to avoid a potential situation where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.
- Not treat disabled pupils less favourably than non-disabled pupils, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- Ensure our accessibility plan increases accessibility for disabled students and covers: the physical environment; the curriculum; and written communication.

Equality Objectives /Action Plans

Northbrook Primary School is responsible for producing, implementing and monitoring an action plan (see Appendix 1). The action plan is a standalone document and will change regularly as progress is made on the planned actions and new actions are identified. The action plan will link with school improvement, curriculum reviews and annual self-assessment. It details the actions which will be taken to make the commitments in the policy a reality.

The Action Plan is also the means by which pupils can be encouraged to participate and by which pupils, staff, parents, carers and guardians can be empowered to address equality issues. Action Plans are:

- Based on objective evidence.
- Focused on the desired outcomes.
- Specifically related to the Policy.

Northbrook Primary School is mindful of laws relating to confidentiality when devising this Policy. Although there is a statutory duty to share information about the school's Action Plan, the school recognises that care must be taken when sharing or publishing statistics, data or information to ensure that this cannot be used to identify individuals.

Equality Impact Assessment (EIAs)

Northbrook Primary School will develop an Equality Impact Assessment process that will incorporate each area of equality duty. The Equality Impact Assessments will be carried out on all of our policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation. The Equality Impact Assessment template will be based upon the relevant equality duties. For the school's functions the Equality Impact Assessment process will cover the following areas:

- The advancement of equality of opportunity.
- The elimination of unlawful discrimination, harassment and victimisation.

- Fostering of good relations between different groups of our community.
- The promotion of positive attitudes to disability.
- The participation by disabled people in public life.
- Meeting the needs of disabled people, even when that means treating them more favourably than non-disabled people.□

The outcome of equality impact assessments will be reported to the Governing Body.

Any identified improvements will be included in the School's Improvement Plan.

Commissioning and Procurement

As required by law, we will ensure that when we buy services from another organisation, the organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Policy Development

Existing policies have been used to inform the Single Equality Policy, including the following:

- Accessibility Policy and Plan
- Anti-Bullying Policy
- Behaviour Policy
- School Development/Improvement Plan
- Special Educational Needs and Disability Policy (SEND)
- Teaching and Learning Policy

Further Information

For information relating to PSED guidance for schools, please see:

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

For technical guidance, please see:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-public-sector-equality-duty-england>

Comprehensive general information about each protected characteristic in relation to the Act is available in the Equality and Human Rights Commissions codes of practice, available at:

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>

Appendix 1

At Northbrook Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

| Equality Objective | Actions | How will the impact of the action be monitored? | Who is Responsible? | Timescale | Expected Outcomes |
|--|--|---|----------------------------|------------------|---|
| To raise awareness of the school's commitment to equality. | Publish and promote the Equality Plan through the school website, newsletter and staff /governor meetings. | Question about awareness of Equality Scheme in annual surveys | Head teacher | Summer 2018 | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan |
| To improve the attainment and rates of progress in core subjects for different groups by | Monitor and analyse pupil achievement by race, gender and disability and act on any | Data analysis reported to the Governing Body | Head teacher | termly | Analysis of teacher assessments / termly data demonstrates the gap is |

| | | | | | |
|---|---|--|-------------------------|-------------|---|
| closing the achievement gap. | trends or patterns in the data that require additional support for pupils. | | | | narrowing for equality groups |
| To raise aspirations for different groups | <p>Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability</p> <p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability.</p> | Increase in pupil participation, confidence and positive identity – monitor through PSHE | Inclusion and PSHE lead | Autumn 2018 | Notable increase in participation and confidence of targeted groups |

| | | | | | |
|---|--|---|---------------------|--------------------|---|
| <p>To ensure all pupils are given the opportunity to make a positive contribution to the life of the school, across all activities to ensure equity and fairness in access and engagement</p> | <p>Provide support where needed to ensure all pupils are given opportunities to represent the school, attend extra-curricular activities and visits off site, participate in class votes for school council etc.</p> | | <p>Head teacher</p> | <p>Summer 2019</p> | <p>Notable increase in participation and confidence of targeted groups</p> |
| <p>To offer school documentation in an accessible format for all</p> | <p>Review information given to parents/carers</p> | <p>Question about communication formats and accessibility in annual survey.</p> | | <p>Summer 2018</p> | <p>Parent friendly executive summaries and/or visual representations of key documentation</p> |

Appendix 2

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. Racist incidents are reported termly to the Governing Body.

Disability

What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities.

That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people.

Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.