

**EQUALITY AND EQUITY POLICY**

**2023**



**RESPECTING CHILDREN’S RIGHTS AT UPS**

UPS is a UNICEF Rights Respecting School. The following articles from the UN Convention on the rights of a child apply to this policy: ***Articles 2, 3, 12, 13, 14, 19, 23, 28, 29, 30, 31, 39***

***What is Equality?***

*The*[***Equality and Human Rights Commission***](https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-equality)*describe equality as:*

***“Ensuring that every individual has an equal opportunity to make the most of their lives and talents.”***

*In other words, equality means ensuring that everyone has the same opportunities and receives the same treatment and support.*

***What is Equity?***

*Equity is about*[***giving people what they need***](https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/)*, in order to make things fair.*

***Giving more to those who need it.***

***This is not the same as equality, nor is it the same as inequality.****It is simply giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities; for example*[***providing more support to a disadvantaged student so they can reach their full potential***](https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/)*.*

***Equality vs. Equity***

*The difference between equality and equity must be emphasised. Although both promote fairness, equality achieves this through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need. However, this different treatment may be the key to reaching equality. (socialchange.co.uk)*

**The delicate balance of this must be discussed and considered with staff, governors, parents and pupils when making decisions about school life and the teaching and learning that happens at Urmston Primary.**

**Introduction**

Urmston Primary School is a fully inclusive school that is committed to respecting the equal human rights of all of its pupils, staff and everyone in the school community. Furthermore, and just as importantly, is our commitment to educate our pupils and our community about ***diversity, equality and equity*** and to be active in raising awareness of the importance of these issues. We respect the equal rights of our staff and all other members of the school community and we fully comply with relevant legislation, implementing school action plans in relation to race equality, disability equality and gender equality (see separate Equality and Equity Scheme).

At Urmston Primary School we do everything we can to ensure that everyone in our school is not only treated with respect and dignity but is active in considering discrimination in all its forms and is educated about what can be done about it where it exists. Everyone in our school is given the opportunity to develop their full potential irrespective of gender, ethnicity, cultural and religious background, sexuality or disability and it is our fundamental aim to promote equity, eliminate discrimination and promote equality of opportunity, in all aspects of school life and the community. We will do this through analysing these aspects within our curriculum and more widely in our whole school focuses. We fully recognise diversity, equality and equity as an ongoing and reflective process and are committed to our own learning and continuing professional development.

**Aims**

*The aims of this policy sit alongside the protected characteristics of the Equality Act 2010 as outlined in our Equality and Equity Scheme 2023.*

* Through our school vision and ethos of ‘being more’, we promote actively raising awareness of the issue of inequality and inequity throughout history and in today’s society. We are committed to anti-racism and other forms of social justice throughout all aspects of our school community and our teaching and learning.
* We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of their gender or sexual preference, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 race relations act and covers both direct and indirect discrimination.
* We promote the principles of fairness and justice for all through the education which we provide through school.
* We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
* We constantly strive to remove any forms of indirect or direct discrimination that may form barriers to learning and practice equity to ensure these barriers are broken down.
* We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
* We challenge stereotyping and prejudice when it occurs and aim to educate each other’s understanding.
* We celebrate the cultural diversity of our community and show respect for all minority groups.
* We are aware that prejudice and stereotyping can be caused by low self-image and ignorance. Through positive educational experiences, an honest curriculum, and support for each individual’s point of view, we aim to promote positive social attitudes and respect for all.
* We recognise that work needs to be done regarding the acknowledgement of systemic racism in society and will promote an environment for difficult and honest conversations with staff, the community and pupils (where appropriate).

**How do we promote equality and equity?**

*Through the ethos of the school*

* This Equality and Equity Policy mirrors the ethos and vision of the school and is considered in all the other school policies.
* Everyone associated with the school is kept informed about this Equality and Equity Policy and procedures, and abides by them.
* All policies and procedures are regularly reviewed and their effectiveness evaluated.

*Pupils’ achievements and progress*

* Pupils’ attainment and progress is tracked and monitored according to ethnic group, gender, language and disability. Professional dialogue at pupil progress reviews is essential in addressing and analysing any trends that may emerge and any possible reasons for these.
* The achievements and progress of all pupils from all groups is important to the school as a whole.
* It is imperative that all pupils have equal access to the curriculum and extracurricular activities.
* The support and guidance that is essential in enabling all pupils to achieve their full potential is offered to all when they need it.
* We actively promote equality and equity and challenge racism as well as celebrating ethnic and cultural diversity.

*Curriculum, teaching and learning*

* We live in a diverse world and we aim to deliver an inclusive curriculum which reflects this and reflects the challenges that different social groups have experienced throughout history and today across the world.
* As well as celebrating the achievements of people of all backgrounds, our curriculum will be an honest one, reflecting on the mistakes made by different groups of people and the lessons to be learnt from those mistakes.
* All curriculum planning considers gender, ethnicity, background, and disability and the language needs of all pupils.
* The curriculum is constantly being reviewed as to its effectiveness in providing an appropriate curriculum for all.
* Assessments are used to: identify specific learning needs, update policies, planning and the appropriateness of resources.
* Teaching styles reflect the needs of pupils from different ethnic groups and encourage positive attitudes to both sexes, all races and to disabilities.
* It is essential that all resources in every area of the curriculum are inclusive.

*Racism and anti-racism*

* Racism exists in our society and we see our role as having to promote anti-racism rather than being merely passively non-racist.
* All pupils receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to minimise any repetition of the incident and to educate the perpetrator in being actively anti-racist. This is done not only by incident but by a promise to promote equality and diversity throughout an honest curriculum.
* We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this through the work displayed around the school.
* Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups and promotes anti-racism.
* Should anyone at our school be a victim of racism we will do all we can to support that person in over overcoming any difficulties they may have and re-evaluate the teaching and learning of anti-racism.
* We recognise that work needs to be done regarding the acknowledgement of systemic racism in society and will promote an environment for difficult and honest conversations with staff, the community and pupils (where appropriate).

*Harassment*

* There are clear guidelines and established procedures for dealing with incidents of harassment which are understood by everyone in the school community.
* The monitoring system used by the school enables the school to report the relevant details where applicable to Trafford MBC each term e.g. Incidents of a racist nature.

*Attendance*

* The school monitors pupil attendance and uses the data to develop strategies to address poor attendance of different groups.
* Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

*Reporting Discrimination*

* In the event of a comment being made by a parent or member of staff, the witness should report the incident to the head teacher, who will investigate and take up the matter with the person/s concerned.

*Roles and Responsibilities*

The Equality and Equity Policy outlines the roles and responsibilities of everyone involved and associated with the school. This ensures that each individual knows what is expected of them. Promoting equality and equity and raising the achievement of all pupils is the responsibility of the whole school staff. Introduction to this Equality and Equity Policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

*The Role of the Governors*

* The governing body at Urmston Primary School has set out its commitment to equality and equity in this policy and it will continue to do all it can to ensure that all members of the school community are treated fairly, with equality and in considering equity.
* The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities through its Accessibility Plan.
* The governors welcome all applicants to join the school, whatever background or disability a child may have.
* The governing body ensures that no child is discriminated against whilst in our school on account of their sex, race or religion. So for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child’s religion affects the school uniform then the school will deal with each case sensitively and with respect for the child’s cultural traditions.
* The governing body will also question school leaders about how inequality and inequity are taught within school, both in and outside the curriculum.

*The Role of the Head Teacher*

* The Head teacher has overall responsibility of dealing with discrimination related incidents and in his absence the Deputy Head teacher. The Head teacher is responsible for ensuring that any visitors and contractors know, follow and abide by our Equality and Equity Policy when in school. He also has the following roles:
* It is the head teacher’s role to implement the school’s Equality and Equity Policy and he is fully supported by the governing body in doing so.
* It is the head teacher’s role to ensure that all staff are aware of the school policy on equality and equity and that all staff apply these guidelines fairly in all situations.
* The head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment or training opportunities.
* The head teacher promotes the principle of equality and equity when developing the curriculum and promotes respect for other people in all aspects of school life.
* The head teacher is responsible for promoting CPD amongst staff to ensure that teaching is accurate and appropriate.
* The head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness as well as overseeing a culture which promotes anti-racism and an active role in equality and equity throughout the school community.

*Role of the Staff*

* Staff will ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
* When selecting classroom material, teachers’ pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenge stereotyping images of minority groups. They teach an honest curriculum and promote debate amongst pupils, skilfully leading discussion based on our school values and ethos of ‘being more’.
* Staff will engage in honest and frank discussions and training where necessary and appropriate.
* When designing schemes of work, teachers ensure they use this policy to guide them in their choice of topics and how to approach sensitive issues.
* All teachers challenge any incidents of prejudice or racism and serious incidents are recorded on CPOMS for the attention of the head teacher.
* Teachers also support and encourage support staff to follow the guidance in this policy when working with pupils.

*Monitoring and Review*

* It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:
* question school leaders on progress of pupils from minority groups, comparing it with the progress made by all pupils in the school;
* monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
* require the headteacher to report to governors annually on the effectiveness of this policy;
* take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
* monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Date of policy: September 2023

Review date: September 2024

Headteacher: ***S. Parker***

Chair of Governors: ***D Brown***