



## **Drapers' Maylands Primary School**

### **Equality Policy**

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

#### **Aims**

Our school aims 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

Through this policy Drapers' Maylands Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Drapers' Maylands Primary School.

#### **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.](#)

#### **Legal framework**

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

disability;  
ethnicity (including Gypsy and Traveller groups);  
gender; gender identity and transgender;

faith, religion and belief;  
marriage and civil partnership;  
sexual orientation (homophobia);  
pregnancy and maternity;  
age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Drapers' Maylands Primary School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

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 Drapers' Maylands Primary School, equality is a key principle for treating all people irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other protected characteristics. (Single Equalities Act 2010)

We see differences as enriching our school community and something to be celebrated. We are committed to treating everyone fairly and hold discrimination for any reason to be unacceptable.

### **Good Practice**

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents and carers feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.
5. We promote equality and non-discrimination through our commitment to the promotion of British Values and international celebrations, raising awareness of Global Citizenship through the UN Rights of the Child and, on a practical level, our non-gender specific uniform.

## **Roles and responsibilities**

The Local Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal and Senior Leadership Team.

The equality link governor is Mr. Tom Harris. They 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- The designated Equalities Governor will have an overview, on behalf of the Governing Body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Principal and Senior Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Take appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

## **Policy Commitments and promotion**

### Promoting Equality: Curriculum

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

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

### Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to diminish the difference in achievement.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

#### Promoting Equality: The ethos and culture of the school

At Drapers' Maylands Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect and promoting the values of equality and celebration of diversity through school values:

- We strive to welcome everyone to the school.
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents and carers) with disabilities, not only including physical access, but wider access to school information, systems and activities.
- Provision is made for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities.
- The views of pupils are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included, for example, through the Buddy system and Class Ambassadors.

#### Promoting Equality: Staff Recruitment and Professional Development

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

#### Promoting Equality: Countering and Challenging Prejudice, Harassment and Bullying

- School values form the ethos and acceptable behaviour of all pupils, staff and visitors to the school, particularly for Respect and Tolerance.
- The school challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and clear system for recording and monitoring incidents.
- The school reports to Governors, parents and Local Authority on an annual basis the number of prejudice related incidents recorded in the school.

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

Drapers' Maylands Primary School aims to work in partnership with parents/carers.

We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school.
- Maintain good channels of communication, e.g. through Parent Forums, working parties and questionnaires, to ensure parents' views are captured to inform practice.
- Encourage members of the local community to join in school activities and celebrations.
- Ensure that the induction systems include arrangements to make parents/carers of newly arrived pupils feel welcome.

#### Development of the Equalities Plan

It is a requirement that the development of the School Equalities Plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using utilising:

- Feedback from the annual parent questionnaire, parents' evening, governors' discussions with parents and one to one meetings with parents.
- Input from staff meetings and training.
- Feedback from the School Council and pupil voice.
- Issues raised during annual reviews or reviews of progress on Individual Education Plans and mentoring and support sessions;
- Feedback from Governing Body meetings.

#### Review of progress and impact

Our School Equality Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

This will involve:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working with the nominated governor responsible for this area.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Looked After Children, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

#### Publishing the plan

In order to meet the statutory requirements to publish a Single Equality Scheme and we will:

- Publish our plan on the school website.

- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

### **Links with other policies**

This document links to the following policies and documents:

- Accessibility plan
- Risk assessment
- School Vision and values
- Staff Handbook
- MAT Equality and Diversity Policy
- Teaching and Learning Policy
- Behaviour for Learning Policy
- MAT Collective Worship Policy
- Complaints Policy

Adopted : December 2017

Reviewed:

Review date: