

Earls Hall Primary School



Equality Policy and Objectives

Adopted October 2023

Review on October 2025

Signed _____

Introduction

Earls Hall Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, volunteers, governors and parents/carers. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

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.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics/groups:

Age - A person of a particular age or a range of ages. Age discrimination does not apply to the provision of education, but it does apply to work.

Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities.

Sex – A man or woman.

Gender reassignment - The process of transitioning from one gender to another.

Race - A person's race, colour, and nationality (including citizenship) ethnic or national origins.

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Religion or belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

Sexual orientation - A person's sexual orientation towards the same sex, the opposite sex or to both sexes.

Marriage and civil partnership - A person is legally married if the union is recognised as a marriage under UK law. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples, discrimination does not apply to the provision of education, but it does apply to work.

Aims and Objectives

- We do not discriminate against anyone, be they staff or child, on the grounds of their protected characteristics.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all children have equal access to the full range of educational opportunities including extra- curricular provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We ensure the correct and appropriate procedures are used for the recruitment of all staff.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We involve, as far as possible, representatives from diverse groups in school life.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
- We deal swiftly, effectively and firmly with any comments or incidents which are detrimental to the well-being of others.
- We prepare our pupils to live in and contribute to a multi-faith, multi-cultural society.
- We work with other schools in order to share strengths and seek opportunities for improvement.

Anti-racism

- It is the right of all pupils to 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 prevent any repetition of the incident.
- 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 in the displays of work shown around the school.

- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. When teaching religious education, for example, the children study the importance of Diwali to Hindus and/or Sikhs.
- The school understands the different needs of particular cultures/religions and faiths and supports the observance of religious festivals, as well as particular items of dress or religious significance, as well as promoting the use of mother tongue.
- Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

The Role of Governors

- The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 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 supports access to people with a range of disabilities.
- The governing body makes reference to arrangements for disabled children.
- The governors welcome all applications to join the school.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. 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 Role of the Head Teacher

- It is the head teacher's role to implement the school's equal opportunities and anti-racist policy and she is supported by the governing body in so doing.
- It is the head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that staff apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments 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 equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life. Respect for other people is a school value, is a theme in school assemblies and is often shown in displays around the school.
- The head, together with the SMT, tracks all children's progress, and in particular monitors the achievements of minority groups to ensure the appropriate support and challenge is being offered.
- The head teacher treats all incidences of unfair treatment and any racist incidents with due seriousness.

The Role of the Class Teacher

- The class teacher ensures that all children 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 challenges stereotypical images of minority groups.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics teachers attempt to counter stereotypical images of countries in the developing world and to show the true diversity of development in different parts of the world.
- All our teachers challenge any incidences of prejudice or racism. We draw them to the attention of the head teacher, who records them on the register. Teachers support the work of

other staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Constructing and Delivering the Curriculum

All pupils have access to the full range of the curriculum. Planning takes account of the need for differentiation to provide full access for all pupils with varying needs. Mixed gender groups are part of the school's normal working practice. Each classroom is made equally welcoming to boys and girls with flexible seating and organisational arrangements. Grouping varies and is appropriate for specific purposes. Positive gender promotion is adopted to meet every child's needs. All children feel valued.

Resources are selected and prepared which are free from gender or cultural bias. Where bias is identified it may be used as a teaching point to provoke discussion, if appropriate.

Collective Worship.

All pupils have the opportunity to participate in collective worship which is planned according to major religious festivals, school values or themes from the SCARF programme. Through Collective Worship pupils are encouraged to explore questions about meaning and purpose, values and beliefs.

Sharing our experiences

Opportunities are taken to share the richness of culture and diversity of ethnic origin during discussions, assemblies, speakers, RE lessons, special enrichment weeks, displays and trips.

We aim to take account of home life circumstances which may place pressure upon some pupils at particular times. We ensure that we:

- provide early notice of trips or additional activities
- are aware of implications of religious festivals in terms of attendance
- ensure the school catering provides for different groups
- provide appropriate training for staff to support particular needs
- support parents who have difficulties with their own literacy and numeracy.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils from minority groups and comparing it to the progress made by other children in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the head teacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or children;
- monitoring the school behaviour and exclusions policy, so those children from minority groups are not unfairly treated.

Information About Our Pupil Population (September 2023)

	Number	% School Population
Gender		
Boys	317	
Girls	324	
Disability	1	

SEN		
EHC Plan	24	
SEN Support	75	
Free School Meal	73	
Pupil Premium	81	
Children Looked After		
Previously Looked After Child	13	
Ethnicity and Race		
White – British	494	
Afghan	4	
Albanian	9	
Arab	6	
Asian and any other ethnic group	1	
Black Nigerian	4	
Black and any other ethnic group	3	
Egyptian	1	
Filipino	6	
Greek	2	
Hong Long Chinese	5	
Japanese	1	
Kosovan	3	
Malaysian Chinese	1	
Other Asian	1	
Other Black African	1	
Other ethnic group	3	
Other Mixed Background	2	
Sri Lankan Tamil	5	
Turkish	2	
Vietnamese	1	
White and any other Asian	4	
Pakistani	17	
Indian	35	
Bangladeshi	6	
Chinese	2	
White and any other Ethnic	1	
White and Pakistani	1	
White Other	3	
White Western European		
White and Black African	1	
White Eastern European	8	
White European	8	
Information not obtained		
English as an Additional Language (EAL)	153	

Our Equality Objectives

The Equalities Act 2010 requires us to publish specific and measurable equality objectives.

Our equality objectives are based on our analysis of data and other information.

We regularly review the progress we are making to meet our targets.

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners. For vulnerable - Pupil Premium including: FSM, LAC, Post LAC and EAL students to achieve national average levels in Reading, Writing and Maths.

Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

Objective 4: To promote understanding and respect for differences