



Great Linford
Primary School

Equality Policy

Approved by:
Governing Body

Date: 31/1/23

Last reviewed on:
31/1/22

Next review due by:
31/1/24

Principles

The policy outlines the commitment of the staff and Governors to promote equality in Great Linford Primary School. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

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. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with regards to gender (including issues of transgender), ethnicity, disability, religion, belief, sexual orientation, age or any of the other protected characteristics.

We are guided by the following principles:

All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as equal in 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
- whatever their sexual identity.

We recognise and respect differences.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of different life-experiences, outlook and background, and of the kinds of barriers and disadvantage which people may face, in relation to:

- disability: so that reasonable adjustments are made
- ethnicity: so that different cultural backgrounds and experiences of prejudice are recognised
- gender: so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- **disabled and non-disabled people**
- **people of different ethnic, cultural and religious backgrounds**
- **girls and boys, women and men.**

Policy Commitments

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 narrow gaps in achievement**
- **a range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils**
- **all pupils are actively encouraged to fully engage in their own learning.**

Promoting Equality: The ethos and culture of the school

- **At Great Linford Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.**
- **We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school.**
- **The children are encouraged to greet visitors to the school with friendliness and respect.**
- **The displays around the school reflect diversity across all aspects of equality.**
- **Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities).**
- **Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities.**

- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through the School Council, pupil interviews and provision of regular opportunities to engage with peers and adults about their learning.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

We ensure that policies and procedures should benefit all employees and potential employees. This extends to recruitment and promotion and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

All posts advertised are made open to the widest pool of applicants. At least one person involved in recruitment and selection will have undergone Safer Recruitment training and will be aware of what they should do to avoid discrimination to ensure equality of opportunity.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure and policy for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents (Head of School).
- The school reports to Governors and the LA on an annual basis the number of prejudice related incidents recorded in the school.

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

Great Linford Primary School aims to work in partnership with parents/carers. We:

- maintain good channels of communication with parents
- take action to ensure all parents/carers are encouraged to participate in the life of the school
- maintain good channels of communication with parents
- encourage members of the local community to join in school activities and celebrations
- ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- the school complies with all equalities legislation relevant to the school community
- the school's Equality Policy is maintained and updated regularly
- the actions, procedures and strategies related to the policy are implemented
- appropriate action is taken in relation to prejudice related incidents or incidents which are a breach of this policy.

The Executive Headteacher, Head of School and Senior Leadership Team has responsibility for:

- providing leadership and vision in respect of equality, alongside the Governing Body
- overseeing the implementation of the equality policy and schemes
- ensuring that all who enter the school are aware of, and comply with, the equalities policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking 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.

Context

Within the Equality Act 2010, there is an equality duty on all public bodies including schools, the purpose of which is to embed equality considerations into their day to day work; this should facilitate the tackling of discrimination and inequality, thus contributing to a fairer society

Objective 1:

To ensure that every member of the school community feels safe, comfortable and valued.

Success criteria: the majority of survey returns show the objective to be so.

Objective 2:

To facilitate access to the curriculum by ensuring appropriate reasonable adjustments are in place for pupils with a disability.

Success criteria: the reasonable adjustments implemented will clearly demonstrate the positive impact on access to the curriculum, in addition to meeting the specific physical or emotional needs of identified pupils.

Objective 3:

To ensure appropriate provision is in place to facilitate the development of spoken and written language acquisition for pupils identified as having English as an additional language.

Success criteria:

- Pupil outcomes in language acquisition are recorded and monitored.
- In-house or external bespoke support programmes are implemented.
- Language acquisition levels increase and pupils access the curriculum more readily.

Objective 4:

To ensure alternative and appropriate provision is made for pupils from specific religious groups who opt out of acts of collective worship and/or school based religious events

Success criteria:

- The school will, in consultation with parents of identified pupils, ensure there is appropriate alternative provision during acts of collective worship and at specific times in the calendar