

# Granby Primary School

## Equalities policy

We welcome our duties under the Equality Act 2010 to show due regard to the need to eliminate discrimination harassment and victimisation, advance equality of opportunity between those people who share protected characteristics and those who do not, and foster good relations between different people when carrying out their activities to promote community cohesion.

We recognise the nine protected characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## Guiding principles

In fulfilling our legal obligations and best practice aspirations, we are guided by nine principles:

- All pupils, their parents and carers, are of equal value
- We recognise and respect difference - treating people equally does **not** mean treating everyone the same. Equality is about fair treatment and sometimes people have to be treated differently in order to make sure that things are fair
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe best equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- We intend that society as a whole should benefit from our policies and activities, promoting greater social cohesion and participation in public life
- We base our practices on sound evidence and information
- We formulate and publish our equality objectives at least every four years and our accessibility plan is reviewed at least every three years

## Into practice

In practice, this means assessing the implications for people with particular protected characteristics when making decision; considering equality implications when developing policy and taking action; and integrating the public sector equality duty into the carrying out of our functions.

In doing this, we keep each curriculum subject and teaching strategy under review to ensure that teaching and learning reflect the guiding principles set out above. We also seek to evidence the application of these principles in:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and other agencies
- partnership working with the wider community
- the publication of our equality objectives and accessibility plan

Granby Primary School is opposed to all forms of prejudice, bullying and harassment. We have a range of policies and procedures which set out how incidents should be identified, recorded, addressed and resolved. We monitor and report on such incidents.

We respect the religious beliefs and practices of all staff, parents and pupils and comply with reasonable requests relating to religious observances and practice.

## **Publishing information**

We recognise our duty under the Act to publish information to demonstrate our compliance with the act.

### **Eliminating discrimination and other conduct prohibited by the Equality Act 2010:**

- Our website publishes a range of policies which stress the importance of avoiding discrimination and notes other prohibited conduct
- Our governor minutes files contain a briefing note which has been used to support governors to understand their responsibilities in relation to the Public Sector Equalities Duty (PSED)
- Our staff have access to Local Authority guidance on PSED through the schools' extranet
- We make use of the Local Authority's toolkit to support us in meeting the PSED duties
- We publish our accessibility plan on our website

### **Advancing equality of opportunity between those who share a protected characteristic and those who do not:**

- We publish an Ofsted Readiness Report produced by an independent external organisation called Arbor. This provides attainment data which shows how pupils with different characteristics are performing.
- Governors have undertaken an anonymised longitudinal study of a child with a special need/disability as part of their monitoring of provision

- The purchase of materials to support boys with reading and writing and interventions with Dads and lads to provide male role models
- White working class boys perform less well than other children and we plan opportunities to build self-esteem and develop confidence, such as the Beaumanor trip

### **Fostering good relations across all characteristics between people who share a protected characteristic and those who don't:**

- Our website publishes our SMSC policy which promotes good relations
- We have been awarded the Anti-Bullying Community Award by Leicester City Council which recognises our anti-bullying and harassment strategy
- The curriculum includes a planned programme of visits to City-wide religious and cultural centres and events which promote tolerance and understanding
- Themed assemblies deal with various and relevant issues in an age-appropriate way
- Playground buddies promote inclusion of all children at play times and this helps to address the potential for tensions between different groups of people

## **Monitoring and review**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy, procedures and related actions are implemented. There is a specialist governor with responsibility for equalities.

The Head Teacher and Senior Management Team (SMT) are responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities, given appropriate training and support, and for taking action in respect of this policy.

All staff are expected to:

- promote an inclusive and collaborative ethos
- deal with any prejudice related incidents as they occur
- plan and deliver curricula that reflect the faulty principles above
- support those pupils and families for whom English is an additional language
- keep up to date with equalities legislation relevant to their work

The following should also be noted:

- Breaches of this policy will be dealt with by the formal procedures laid down
- We collect and analyse data in relation to achievement, broken down according to some of the protected characteristics
- The promotion of community cohesion is integrated into this policy
- The wording of this policy in certain places reflects the duties of the Act

## **Equality objectives 2016 - 2020**

Our current equality objectives were last reviewed in summer 2015 and are as follows:

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of protected characteristics
- Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion)
- Strive for all pupils, regardless of protected characteristics of the absence thereof, to achieve the highest possible standards in their learning and make good or better progress
- Ensure that the appointment of staff is in line with equal opportunities legislation
- Ensure that the governing body of the school reflects the wider community
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs

## Accessibility plan 2016

<b>SHORT TERM PRIORITIES</b>			
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Achieved</b>
Ensure that parents and carers with visual impairments have equal opportunity to access information from school	Highlight on all school documentation that goes to parents that it is available in larger print on request	Format of documentation altered appropriately	As required
Parents with physical disabilities are welcomed into school and their needs are considered at events and visits	When we are aware of needs we will plan sensitively for them. This may include rearranging furniture and planning space appropriately	Parents and carers can be equally involved in school life and their child's education	As required Now achieved for several parents - need to develop and ensure for new parents
Ensure that the curriculum can be accessed by all children	Ensure that timetables and resources are not a barrier to any individual or group's access to the curriculum	All children access all aspects of the curriculum	The school reacts to the needs of both adults and children so that the curriculum is accessible
<b>MEDIUM TERM PRIORITIES</b>			

<p>Ensure that the school develops children's awareness of disability</p>	<p>Ensure that there are learning resources which show positive images of people with disabilities</p> <p>Invite people with disabilities into school - not necessarily but possibly to talk about their disability eg guide dogs for the blind</p> <p>Include paralympic and special olympic sports in the PE curriculum</p>	<p>Pupils' awareness and empathy increases</p>	<p>2015 - 2016</p>
<b>LONG TERM PRIORITIES</b>			
<p>Access to year 6 classrooms</p>	<p>Work with appropriate specialists to deliver</p>	<p>As and when funding becomes available</p>	