# Equality Policy and Objectives

Dee Point
Primary School

**Delegate Function: FGB**
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**Dee Point Primary School**
**Equality Information and Objectives Statement for Publication**

## Introduction

Dee Point Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

## Equality statement

At Dee Point Primary we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

At Dee Point Primary we believe diversity is a strength which should be respected and celebrated. Therefore we aim to:

- Provide all children with the opportunity to succeed to reach the highest level of their personal achievement
- Create a positive school ethos where everyone feels they belong including parents and carers
- Teach children to be proud of who they are whilst recognising and celebrating difference and diversity
- Make sure school is a safe, secure and stimulating place for everyone

## 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 Equality Act 2010 provides a single and consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As a school, Dee Point Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions,
- In the way it provides education for pupils,
- In the way it provides pupils access to any benefit, facility or service,
- By excluding a pupil or subjecting them to any other detriment.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions between pupils and school.

The Equality Act 2010 states that it is against the law to discriminate against a pupil, prospective pupil, member of staff, member of responsible body because of:

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

**Roles and Responsibilities**

The Governing Body will:

- Have a commitment to equal opportunity and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.
- Evaluate a range of school data to check that all pupils are making the best possible progress, and that no group is underachieving. To do this, it will monitor admissions, attainment, exclusions, parents' and pupils' questionnaires.
- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Darren Stokes. 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
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils, communicate what is expected of them and can be expected from the school in carrying out its day-to-day duties.
- Ensure that the staff are aware of their responsibility to record and report prejudice related incidents.
- View all incidents of unfair treatment, under the Equality Act 2010, with due concern.
- Monitor success in achieving the objectives and report back to governors.

The Senior Leadership Team will:

- Support the headteacher in meeting duties under the Equalities Act.
- Ensure fair treatment and access to services and opportunities.
- Understand and acknowledge individual responsibility to record and report prejudice related incidents using CPOMS.
- Promote equal opportunities through their words and actions.
- Identify and challenge bias and stereotyping within the curriculum and school's culture.

The Teaching and Non-Teaching staff will:

- Support the headteacher in meeting duties under the Equalities Act.
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated.
- Ensure all pupils are treated equally, to support positive outcomes for all pupils
- Design and deliver an inclusive curriculum
- Understand and acknowledge individual responsibility to record and report prejudice related incidents using CPOMS.
- Promote equal opportunities through their words and actions.
- Identify and challenge bias and stereotyping within the curriculum and school's culture.

Our Pupils/Students will:

- Be involved in the development of a child friendly Equality Policy and will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with this policy.
- Be encouraged to actively support the policy.

Volunteers, Visitors and Contractors should:

- Refrain from engaging in discriminatory behaviour or language on school premises.
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy.

## Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other

curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Working with our local community. This includes corresponding with leaders of local faith groups, organizing school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

**Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

Staff are encouraged to keep a written record, linking to risk assessments, to show their consideration of their equality duties when organising and planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment

**Curriculum**

Dee Point Primary School will ensure that the curriculum:

- Reflects a commitment to equality
- Prepares pupils for life in the UK which is a diverse society
- Fosters good relations between people who share a protected characteristic and those who do not
- Uses opportunities to reflect on the background and experience of pupils and the wider community
- Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs
- Promotes the Dee Point values and ethos explicitly through emotional Literacy, SMSC and PSHE
- Uses a range of images and materials that positively reflect a range of cultures, communities, identities and lifestyles.

**What does equality look like a Dee Point?**

At Dee Point Primary School we aim to promote a positive and inclusive culture of equality. We want to embed positive values within the children, promoting and celebrating diversity. We aim to do this following the example led in 'No Outsiders in our School', Andrew Moffat.

Within the classroom:

- Teachers will follow a scheme of work outlined in 'No Outsiders in Our School', teaching 2 lessons per term based on texts outlined in lesson plans. These texts aim to celebrate diversity as a whole and are year group appropriate.
- Our school delivers a broad SMSC curriculum, which allows children to celebrate and explore aspects of British and other cultures, concepts relating to other cultures and insights into the lives of others, for example asylum seekers and migrant workers.
- Dedicated SMSC days are set out by Subject Leaders to improve and build upon children's knowledge of equality, inclusion and diversity
- All members of staff within the classroom encourage discussion of equality issues. Each class has a set News time, each class will watch and discuss Newsround. This opens up dialogue to discuss and to share personal, local, national and international events. Furthermore, through our Equalities curriculum, teachers will share news from around the UK and World in relation to equality and diversity.
- Staff support children by giving links to local community and individuals.
- Staff support teaching and learning styles which are inclusive and reflect the needs of pupils

Whole School:

- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by groups relevant to our setting and act upon findings
- We take into account the achievement of all pupils when planning future learning and set challenging targets based on individual achievement
- We challenge discriminatory behaviour of any kind
- We seek to involve parents and carers in supporting their child's education
- We provide staff with training in a variety of different areas, e.g. Attachment Theory, Autism and De-escalation.
- Boys and girls are given the same opportunities throughout school

**Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and not tolerated within the school environment. All staff are expected are expected to deal with discriminatory incidents, identify and challenge prejudice and stereotyping and support the full range of diverse needs according to pupils individual circumstances.

We keep a record of prejudice based incidents involving protected characteristics by creating a chronological report of incidence on CPOMS, all staff have access to this. It is the responsibility of all staff to log incidents and give actions regarding this.