

LITTLE THURROCK PRIMARY SCHOOL



Equality, Diversity and Inclusion Policy

Signed: *Deoise Hanson* Chair of Governors

Signed: *Can Robert Boyd* Headteacher

Date: September 2024

Next Review: September 2025

Changes since last review

Name of additional link governor (Creanna Dodson) added.

Removed equality impact assessment, but retained equality considerations in decision making.

Added in some KPIs from last year.

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1 Statement of Intent and Aims

Public Sector Equality Duty and Equality Objectives Statement

At Little Thurrock Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils.

Inclusion at Little Thurrock Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents and community members.

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

Our principles

We see our first task as equipping pupils with an awareness of an increasingly diverse society. On such foundations, pupils will develop a sense of their own place in, and contribution to, a pluralistic society. The School acknowledges the complexity of society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. Thus,

1. Discrimination on the basis of colour, culture, origin, sex, ability, political and religious belief is unacceptable in this school.
2. Every pupil, member of staff and Governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all staff.

Aims

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

The Governing Body of Little Thurrock Primary School (the School) is responsible for ensuring that the School meets the requirements of the Equality Act.

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.

2. 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 (May 2014). This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The 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

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governors are : Ron Lennard and Creanna Dodson

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
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality and diversity is the headteacher, who will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training in the Autumn Term.

The school has a designated member of staff for monitoring equality and diversity issues (the headteacher), and an equality and diversity link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 minimising disadvantages suffered by people which 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 societies) .

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 above data 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 racism, homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. 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. The school uses the 'No Outsiders' scheme to ensure that children understand that people from all backgrounds are welcome at our school.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising 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. For example, our junior governor board has representatives from different year groups and is formed of pupils from a range of backgrounds. 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
- We have developed links with people and groups such as Learning Workz who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. 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

8. Equality objectives

Objective 1

To train all members of staff and members of the governing body on equal opportunities and non-discrimination by the start of the next academic Year. Training evaluations will show that 100% of participants will have good awareness of the requirements of the public sector equality duty.

Why we have chosen this objective: It is important that all staff and governors are aware of their responsibilities under the Equality Act 2010.

To achieve this objective we plan to: Ensure every member of staff completes the National College's certificate in Equality, Diversity and Inclusivity at least annually.

Progress we are making towards this objective: In September last year 61 members of staff completed this training.

Objective 2

Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

Why we have chosen this objective: Pupils need to be prepared for life in diverse 21st Century Britain.

To achieve this objective we plan to: Ensure our curriculum and extra-curricular opportunities equip children with the skills they need to thrive in a rich, diverse and modern society.

Progress we are making towards this objective: Our diversity lead has ensured that there is a comprehensive programme of events throughout the academic year. We have also introduced the 'No Outsiders' programme to our curriculum.

Objective 3

Enable pupils and staff to make a positive contribution to eliminating discrimination in the wider school community for example by attending events and working proactively with parents and carers; challenging discriminatory prejudice.

Why we have chosen this objective: Everybody has a part to play in challenging and eliminating any form of discrimination.

To achieve this objective we plan to: Enable our staff and pupils to make a positive difference by engaging in community events and by working proactively with the school community to challenge discrimination.

Progress we are making towards this objective: Pupils attended Holocaust Memorial Day and work proactively with community groups such as the elderly community at Piggs Corner.

Objective 4

To continually consider how well the school ensures equality of opportunity for all its pupils. In particular the removal of inequalities relating to the protected characteristics listed in the Equality Act 2010.

Why we have chosen this objective: It is important that the school is reflective of its practice and continually monitors how well it is performing in relation to meeting its duties in relation to the Equality Act.

To achieve this objective we plan to: Analyse information annually on different pupil groups in terms of attainment, progress and attendance.

Progress we are making towards this objective: Pupil attainment is analysed by pupil premium, SEND, gender and English as an additional language.

9. Monitoring arrangements

The headteacher and governing board of Little Thurrock primary School will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the headteacher and governing board of Little Thurrock Primary School at least every 4 years.

This document will be approved by the governing board of Little Thurrock Primary School.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Educational Visits Risk assessment

Special Educational needs policy

Behaviour Policy

Exclusions Policy

Teaching, Learning and Assessment Framework