



Equality Policy

Objectives

In fulfilling the legal obligations cited below, at Abbey Road Primary School we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal 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.

Principle 2: We recognise, respect and value difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier 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.

Principle 3: 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.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- 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.

Principle 5: 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.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life for all.

Principle 8: We base our practices on sound evidence

We maintain and monitor quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

MISSION STATEMENT

At Abbey Road Primary School we are committed to ensuring all pupils are treated with respect and are given every opportunity to achieve the highest of standards. This policy aims to ensure that this happens for all our pupils regardless of their age, gender, ethnicity or background. Our school aims to be an inclusive school. This means that

equality of opportunity must be a reality for all our children. We make this a reality through the attention we give to the different groups of children within our school. We are committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes.

The teachers of Abbey Road Primary School are aware of the specific needs of individuals and groups of children in the school and plan the curriculum so that these needs are met on a daily basis.

This policy is the over arching policy for equality in our school and is referred to in all other school policies.

LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all our previous policies relating to Race Equality, Gender Equality and Disability Equality. It has been developed to help us to meet the duty of:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not.
- Fostering good relations between those who have a protected characteristic and those who do not.

THE CURRICULUM/TEACHING AND LEARNING

At Abbey Road Primary School, equality and diversity will be as embedded as far as is possible in all areas of the curriculum so that our pupils are given opportunities to explore prejudice and discrimination, and to positively see difference in relation to race/ethnicity, religion/belief, gender and disability.

Lessons across the curriculum, educational visits and assemblies promote common values and help pupils challenge prejudice and stereotyping. Each subject co-ordinator monitors their curriculum area to ensure that suitable learning challenges are set, that pupil's diverse learning needs are met, that potential barriers to learning for individuals and groups of pupils are overcome and that the curriculum meets the needs of all pupils. Strategies such as work and planning scrutiny, lesson observations, pupil interviews and assessment data scrutiny are used to monitor each area. The co-ordinator also ensures that resource materials for their subject reflect both the diversity of the school, local community and wider society as a whole without bias. The school has a comprehensive assessment timetable. Assessment information is analysed to identify whole school strengths and weaknesses and development needs. Pupil progress meetings are held twice a year and are used to identify progress within classes and across groups of children. All pupils' attainment is tracked closely and assessment analysis informs planning and provision to support individuals and specific groups of pupils.

ETHOS AND ORGANISATION

At Abbey Road Primary School we recognise that the personal development and welfare of pupils plays a significant part in their ability to learn and achieve. We aim to provide an education that ensures that all pupils are treated with equal value. We provide opportunities for pupils to explore and develop their own values; to learn to recognise, respect and value difference, to foster positive relationships and to have a shared sense of cohesion and belonging. Equality and diversity principles run through all our day to day practices. We observe good equalities practice in staff recruitment, induction, retention and development. We endorse and use strategies involving behavioural and discipline issues that promote positive attitudes and mutual respect. We ensure our admissions policy is fair. We work hard so that all our stakeholders are consulted, involved and treated with equal value. We work closely with the local community to foster greater social cohesion so benefiting society as a whole. We do not tolerate incidents of inequality at any level.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school has a legal obligation to eliminate discrimination and harassment and victimisation, as well as a duty to foster positive relations between groups and individuals. The school has adopted the Stephen Lawrence definition of a racist incident to cover all forms of prejudice. The standard definition now adopted by most public bodies is:-

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

The school takes its obligations seriously and has the following step by step procedure for dealing with such incidents:

1. Report all allegations and incidents to the Head teacher - or Deputy if the HT is unavailable.
2. Staff will ensure the victim is, and feels, safe.
3. Appropriate advice will be given to the victim(s) and perpetrator(s)
4. Staff will listen to all the pupils/people involved about the incident separately. Notes will be made and kept immediately after the incident.
5. Appropriate action will be taken to quickly end the behaviour.
6. Staff will reinforce that particular behaviour/attitudes are unacceptable.
7. Sanctions may be applied as listed in the anti-bullying policy.
8. If possible those involved will be reconciled.
9. Incidents will be recorded. Reports will be kept in a file in the school office.
10. In serious cases, parents will be informed and invited in for a meeting.
11. After the incident has been investigated and dealt with each case will be monitored to ensure repeated behaviour does not take place.
12. Incidents will be discussed at staff meetings/briefings.
13. If necessary and appropriate, the Designated Safeguarding person in school, Social Care or police will be consulted.
14. Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body.

Staff are aware of how to deal with incidents regarding inequality and time in staff meetings is given over to discussions and work on how to promote equality.

ROLES AND RESPONSIBILITIES

The Governing Body – has overall responsibility for the policy and its implementation and for liaising with the head teacher, parents/carers, LA and outside agencies. It will ensure that the school complies with the legislation, and that the policy, the school’s practice and related procedures and any action plans are regularly reviewed and monitored.

The Head Teacher - is responsible for the overall implementation of the policy on a day to day basis. She is also responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff - have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They will ensure all their work activities are mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They will demonstrate an awareness of specific individual needs and promote respect for diversity. They will ensure they are aware of how to respond to and deal with any prejudice-related incidents which may occur.

INFORMATION AND RESOURCES

This policy was formulated in consultation with the whole school community and is known by all stake-holders, including governors, staff, parents/carers, and pupils.

Governors and staff – are consulted during governor meetings, staff meetings and INSET days.

Pupils – contribute to the development of the policy through the School Council, circle time discussions, assemblies, social group discussions and PHSE sessions.

Parents – are encouraged to contribute by taking part in annual questionnaires, parent's evenings and via our 'open door' policy of communication. A copy of the Equality policy is made available to all parents on the Abbey Road Primary School website.

Under the specific duty on public bodies in the Equality Act 2010 the school will collect and publish relevant equality information as specified. The profile of pupils on roll; attainment data; attendance data; exclusions data and hate incidents are recorded and monitored. Information collected will inform our developing practice and will be also be used to identify trends and inform any preventative work in school and for development of this policy.

STAFF DEVELOPMENT AND TRAINING

The school ensures that all staff (teaching, support, mid-days and office staff) have their professional development needs met in relation to this policy. Staff training needs are addressed in the school development plan which ensures that training is up to date and relevant. New and temporary staff will be made aware of the school's policy and practices in relation to equality through induction leaflets and the School Handbook. Their induction programme will also ensure that any training they require is given.

BREACHES OF THE POLICY

The school takes any breaches of this policy very seriously. It aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and in all cases we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

We ensure that mechanisms are in place for pupils, parents, carers and staff to voice their opinions, comments or concerns.

The school complaints procedure is available on the school website or a paper copy may be requested from the school office.

MONITORING AND EVALUATION

This policy will be monitored regularly and reviewed annually. The Governing Body will undertake the policy review. Equality data that has been collected will be analysed with the anti – bullying co-ordinator. This information will inform this policy and any actions that are required.

REVIEW DATE: May 2025