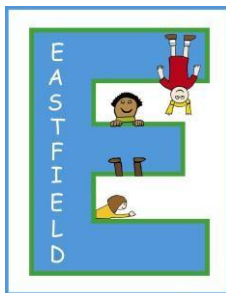


## Equality Policy



### Purpose

The purpose of this policy is to set out Eastfield Primary School's commitment to equality. It reflects the legal duties set out in the Equality Act 2010 which replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

### Equality Statement

At Eastfield Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, gender, gender reassignment, disability, sexual orientation, pregnancy, religion or belief.**

We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our vision and values ensure that every pupil and member of staff are given an equal opportunity to achieve their potential. We tackle discrimination through positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Eastfield Primary school, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us and is one of our core values which underpins our curriculum.

### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). (for employees)
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered are all considered as disabilities, regardless of their effect. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'. Racial groups can comprise two or more racial groups such as 'British Asians'.
- **Sex** - A man or a woman.
- **Sexual Orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. Therefore, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.
- **Gender Reassignment** - Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender 4 Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

- **Pregnancy and Maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Religion and Belief** - Religious and philosophical beliefs including lack of belief. A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- **Marriage and Civil Partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

**Eastfield Primary School will ensure it does not unlawfully discriminate against its pupils, prospective pupils, staff, job applicants, or parents / carers in the performance of its duties, policies and practices.**

We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender reassignment in line with normal provision such as sick leave.
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

- **Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions. (We will not publish any information that can specifically identify any individual.)
- Prepare and publish equality information which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives via our school development plan on an annual basis.

### **Reasonable Adjustments and Accessibility Plans**

Eastfield Primary School will comply with the Building Regulations and the School Premises Regulations 2012 and be physically accessible to disabled pupils.

We will plan to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts
- Take reasonable steps to provide auxiliary aids/services
- Provide information in an accessible format
- Develop and implement (by allocating appropriate resources) accessibility plans which will:
  - Increase disabled pupils’ access to the school curriculum
  - Improve the physical environment of the school

We will consider the following in deciding when a reasonable adjustment request can be met;

- How effective the change will be in assisting the disabled person
- Practicality
- Cost
- Availability of any financial support
- Any safety issues

## School Context

Eastfield Primary School is a large school that serves an urban area of

Wolverhampton. Number of pupils on roll at the school: 410

Age of pupils: 4 to 11

In addition to pupils with protected characteristics, we gather information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged children
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

The proportion of pupils from minority ethnic groups is above average. Most pupils speak English as their first language, but the school also has children speaking 36 other languages. A high proportion of pupils have special educational needs and/or disabilities and a high proportion of pupils are entitled to free school meals.

## Policy and Practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we 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 homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Tackle discrimination by recording and reporting all racist incidents and prejudice related bullying incidents
- Regularly consider the ways in which our teaching and curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will

ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Foster good relations by promoting attitudes and values that will challenge racist and other discriminatory behaviour, harassment or prejudice (including bullying)
- Ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning

## Teaching and learning

We will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation). To do this, we will:

- Use materials that reflect the diversity of the school population and local community without stereotyping and expose pupils to a range of thoughts and ideas
- Seek to promote British values within the framework of Equality
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Hold assemblies dealing with relevant issues
- Work 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
- Promote 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, as well as 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
- Promote fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law
- Deal with equality issues as part of our focus on pupils' spiritual, moral,

social and cultural (SMSC) development

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.

Exclusions will always be based on the school's Positive Behaviour for Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionality is identified and dealt with.

### **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are based on merit and ability and in compliance with the law. However, we try to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

### **Employer Duties**

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, sex, race, disability, sexual orientation, gender re assignment, pregnancy and maternity and religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process
- Senior Leadership Team support to ensure equality of opportunity for all.



## Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility:

<b>School community</b>	<b>Responsibility</b>
Governing Body	<p>Give due regard to the Public Sector Equality Duty when making decisions.</p> <p>Ensure that the school is fully inclusive to pupils, and prospective pupils, and responsive to their needs.</p> <p>Ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics and will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils.</p> <p>Ensure that no child is discriminated against whilst in school on account of any of the protected characteristics and ensure that all reasonable adjustments are made for pupils with disabilities.</p> <p>The governing body is liable for any breaches of the legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.</p>
Head teacher	<p>Implement the school's Equality Policy.</p> <p>Ensure that all staff are aware of the Equality Policy and their responsibilities within it, and that teaching and non-teaching staff are given appropriate training and support to apply this policy fairly in all situations.</p> <p>Promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.</p> <p>Ensure that all staff are aware of their responsibility to record report and respond appropriately to prejudice related incidents.</p> <p>Treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.</p> <p>Report to the Governing Board regarding any issues.</p>
SENDCo	<p>Enact this policy, its commitments and procedures, and responsibilities associated with this policy.</p> <p>Ensure quality provision for all SEND pupils based on need. Comply with, the school's equality policy.</p>



<p>Teaching Staff</p>	<p>Help in delivering the right outcomes for pupils.          Ensure that all pupils and members of staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.          Design and deliver an inclusive curriculum using curriculum material that gives positive images and challenges stereotypical images.          Record, report and respond appropriately to prejudice related incidents.          Challenge any incidents of bullying, prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.</p>
<p>Non-Teaching Staff</p>	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.          Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated.          Support colleagues within the school community.          Record, report and respond appropriately to prejudice related incidents.          Challenge any incidents of bullying, prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.</p>

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

### Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

**Objective 1:** To monitor and analyse pupil achievement by race, gender and disability.

**Objective 2:** To review our Eastfield curriculum and audit our curriculum resources to ensure that it is inclusive and accessible to all and reflects those with protected characteristics so they are given equality of opportunity.

**Objective 3:** To raise aspiration for our pupils with SEND through improved communication and engagement with parents and pupils to ensure equity and fairness in access and increase potential.

**Objective 4:** Improve attendance for pupils with Special Educational Needs and Disabilities (SEND)

These objectives will be reviewed every 4 years (next review 2025).

### **Monitoring**

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and will be reviewed as part of this process.

It is the responsibility of the Governing Body to monitor the effectiveness of this Equality policy by:

- Monitoring the staff appointment process, so that no one applying for a post in this school is discriminated against.
- Taking into consideration any complaints regarding equal opportunity issues from parents/ carers, staff or pupils.
- Monitoring the school's positive behaviour for learning policy and exclusions policy so that minority groups are not unfairly treated.

### **This policy should be read in conjunction with;**

- Accessibility Plan
- SEND Code of Practice
- SEND Information Report and Policy
- Anti-bullying Policy
- Positive Behaviour for learning Policy
- Safeguarding Policy
- PSHE Policy
- RSHE policy

**Annual Review: September 2024**

**Date of next review: September 2025**

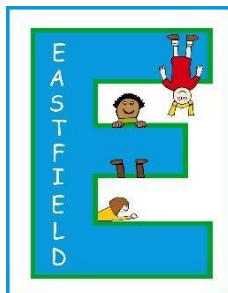
**Responsible member of staff: Mr T Thelwell**

**Signature: Ms Moyra Throssell** (*Chair of governors*)

**Signature: Mrs S Hay** (*Head Teacher*)

## Equality Context and Objectives

September 2024



### Equality Statement

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- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

	<b>Total</b>
Any other Asian background	20
Any other Black background	3
Any other White background	40
Any other ethnic group	8
Any other mixed background	5
Black - African	54
Black Caribbean	11
Chinese	6
Indian	51
Pakistani	13
Refused	10
Roma	1
Traveller of Irish heritage	6
White - British	126
White and Asian	8
White and Black African	7
White and Black Caribbean	39
{None}	2
<b>Total</b>	<b>410</b>

<b>Gender</b>	<b>Count</b>	<b>Total %</b>
Male	225	55
Female	185	45

<b>Other data</b>	<b>Count</b>	<b>Total %</b>	
FSM	196	48	
PP	197	48	
SEN	58	14	
EAL	108	26	With 25 other languages spoken besides English

## **Equality Objectives**

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**Objective 4:** Improve attendance for pupils with Special Educational Needs and Disabilities (SEND)

These objectives will be reviewed every 4 years (next review 2025).

The school's Equality Objectives should also be read in conjunction with the Accessibility Policy and the Equality Policy.

**Date of annual review: September 2024**

**Date of next full review (four year cycle): November 2025**

**Responsible member of staff: Mr T Thelwell** (*SENCo/Assistant Head Teacher*)

**Signature: Ms Moyra Throssell** (*Chair of governors*)

**Signature: Mrs S Hay** (*Head Teacher*)