



Equality Policy

(inc. The Equality Act 2010 and the Public Sector Equality Act 2011)

Date of Policy: September 2022

Review Date: September 2025

Signed: _____
(on behalf of the Governing Body)

Signed: _____
(on behalf of the School)

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, simplified it and extended protection from discrimination. It is unlawful for Bacon Garth Primary School to discriminate against a person by treating them less favourable because of the 'protected characteristics':

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The **Public Sector Equality Duty** as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **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**

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Equality Objectives

- To increase the awareness of diversity throughout the curriculum.
- Specific cohorts of pupils are supported in participating in the curriculum

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years

Publishing

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on the our website: www.bacongarth.co.uk
- Highlight the information in our staff meetings
- Ensure translation is available those people whose English is not their first language

Information of pupil numbers, absence rates and performance is available at:

<https://www.compare-school-performance.service.gov.uk/school/117875>

Statutory Requirements

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years
- All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies such as Bacon Garth Primary School must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat - or would treat - other people. This describes the most clear-cut and obvious examples of discrimination.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act.

Discrimination by association a person will not be discriminated against because they are associated with another person with a protected characteristic

Perception whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

Disability Special Provision we will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

An Accessibility Plan is in place to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved and are published as a separate document.

Parents - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector

Equality Duty and Specific Duties as stated above. **The lead Governor for this is: Sue Burgess**

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Our policy outlines how our school ensures that equality is being promoted, outlines what provision is available and what action is to be taken.

As a community school Bacon Garth Primary takes its commitment to the duty to promote community cohesion very seriously, and we have agreed a Community Cohesion statement which should be considered in conjunction with our Equal Opportunities Policy.

Equal Opportunities at Bacon Garth

At Bacon Garth Primary School we intrinsically believe that every member of our school community has the right to receive education or employment in an environment which is free from prejudice. Every pupil has the right to receive the best possible education. We are committed to providing all our pupils with an equal opportunity to thrive in a setting free from discrimination in all its forms. We strive to be a school where adults and children, whatever their race, religion, gender, abilities, family and social circumstances, will find safety and respect for themselves, their families and their traditions. Our policy ensures that every member of our community respects others and is respected, achieves his or her full potential and is welcomed and valued.

To make this commitment real, we aim to develop policies and practices based on the particular needs of our school and its community.

We aim to:

- ✓ ensure that pupils have the opportunity to reach their potential in all areas of school life;
- ✓ ensure that parents and pupils can make choices free from prejudice and stereotyping;
- ✓ oppose any form of racism, sexism or any other form of discrimination;
- ✓ value every pupil's language and cultural background;
- ✓ promote respect between cultures.

Ethos and Atmosphere

The school positively values all the staff and pupils and welcomes diversity.

We seek to promote the achievement of all pupils. Teaching staff make time to praise children for their behaviour, contributions and their work. Each week we hold a special mentions assembly where children are publicly awarded for achievement in all areas of school life. All pupils will have examples of their work displayed in classrooms and corridors.

We have a children's School Council which meets regularly to discuss concerns and suggestions raised in class and in discussions with staff. The councillors are elected by their class members. The council initiates many discussions and makes contributions to the decision making process of issues concerning children in the school.

Personal, Social and Health Education & Citizenship lessons are held weekly and issues discussed include equal opportunities. Children and class teachers write their class rules and expectations at the beginning of each school year and address equal opportunity and how they are going to ensure equality in the classroom.

Playground behaviour is monitored and unacceptable behaviour challenged to ensure that pupils are safe and free from harassment. Unacceptable behaviour is dealt with immediately. We have developed systems to deal with playground incidents and with racism. These are followed by all staff, and any incidents of racism are reported to the Local Authority each term. Offensive remarks or behaviour based upon prejudice or misinformation are always challenged (refer to Behaviour Policy and Anti-Bullying Policy).

Inclusive Curriculum

Pupils have the opportunity to develop their knowledge, skills, concepts and experiences through their participation in a broad and balanced curriculum. We have high expectations of all our pupils and do not make assumptions about ability or areas of interest.

The school aims to deliver an inclusive curriculum. The National Curriculum statement requires teachers to have due regard to three key principles:

- 1 setting suitable learning challenges;
- 2 responding to pupils' diverse learning needs;
- 3 overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The focus is far wider than disability and special educational needs. It includes pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds.

The curriculum guidance for the Foundation Stage makes the same commitment to meet the needs of children through:

- ✓ careful planning;
- ✓ appropriate teaching strategies and support;
- ✓ providing a safe environment where racial, religious, disability, class and gender stereotypes are challenged.

An awareness of multi-cultural issues informs all our planning. Through geography, RE and history topics, pupils learn about different societies, environments and cultures. Religion is taught within certain topics as well as in assemblies and as a subject in its own right. Religions, cultures, traditions and societies are presented by the teacher with equal respect and value. When discussing these issues, teachers focus upon similarities as well as on differences.

Children who speak English as an additional language and those who have been identified as having educational or physical needs are considered in all aspects of planning, teaching and assessment.

Observing inclusive teaching strategies is a key element of the Senior Leadership Team's annual programme of monitoring.

Classroom Management and Organisation

All class teachers develop strategies to ensure appropriate access to classroom equipment and resources which promote equal opportunities. In the classroom, teachers regularly mix groups working together to enable pupils to work with a variety of class members.

As some styles of teaching can advantage particular pupils, we use a variety of strategies which include whole class teaching, group discussions, paired and individual activities.

Pupil Welfare and Guidance

Pupils are offered sympathetic support by their class teacher and other members of the school community.

There are planned opportunities, often arising from literacy and topics, to discuss equality issues and to challenge stereotyping, discrimination and harassment. This ensures that these issues are dealt with pro-actively, not just after an incident. We have developed a behaviour policy and an anti-bullying policy which includes positive strategies and monitoring procedures.

Resources

The term "resources" is used to include all the learning materials used in school. We intend for pictures and posters on display around the school to present positive images of people from all sections of our society. We aim to show a positive portrayal of women and men, people of different ages, physical abilities, races and religions, across the social class spectrum. When ordering new resources, consideration is given to choosing materials that challenge stereotypes and promotes our diverse community.

Staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Teaching and support staff are encouraged to further their professional careers by attending courses suited to their posts.

Equal Opportunities Affecting Particular Groups

The school values all its staff and pupils. We are not judgmental of our families regarding their employment status and all people are valued regardless of social background and social or economic needs.

We recognise that some families have difficulty paying for school trips and arrangements are made to provide support. We have a system of collecting dinner money which is sensitive and does not cause embarrassment for those receiving free provision.

Gender

The school recognises that girls and women have been, and in many cases are still, discriminated against. We specifically encourage girls to achieve in curriculum areas such as Science, Information Technology and Design and Technology which have in the past been dominated by male students. We actively encourage boys in activities which have traditionally been seen as in the female domain.

Where appropriate, teachers may organise single sex groups to ensure equal access to equipment and to encourage individuals to take a more positive role within the group. We encourage all our boys and girls to be assertive and articulate and to be proud of their abilities.

Resources should portray women and men, boys and girls in a wide range of roles and language used should always be non-sexist.

Learning Ability

The school is proud to be a true "community school" and welcomes and provides for pupils of all levels of attainment. We recognise that all pupils are entitled to follow a broad and balanced curriculum and we aim to ensure that all pupils have access to such a curriculum.

Much time and care is put into the identification of children with educational needs, the planning, implementing and assessing of individual educational programmes (IEP). Children with an IEP or a statement of need are treated with equal respect and value. All staff have high expectations of all pupils.

There is a wide range of resources available to cater for pupils of all abilities and work is often differentiated so that pupils can achieve personal goals.

Physical Ability

The school welcomes staff and pupils with differing physical abilities. We try to use resources which challenge stereotypical views of those with different physical abilities. The terminology used to describe forms of physical ability should not be offensive.

Staff are made aware of pupils' individual needs and how to cope with them (e.g. asthma attacks) in a safe, sensitive and practical way.

Race

The school recognises that Cottingham is predominantly White British. However, we know that Britain consists of a racially diverse population and recognise that our multi-cultural society enriches schools in a positive way. All staff and pupils are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

Religion

We welcome families of any religious or non-religious persuasion. All individuals have the right to express their religious views and practices within the constraints of the National Curriculum, whilst maintaining respect for the belief of others. Lessons and assemblies regarding religion give pupils opportunities to learn about the variety of world religions. Pupils are encouraged to accept and respect a variety of religious and cultural views within the religions studied. Pupils are encouraged to challenge stereotypes and discuss diversity.

Sexuality

The school welcomes pupils, parents, carers and staff, whatever their sexual orientation, without discrimination.

Mental health and drug/alcohol abuse

The school is sympathetic to the needs of many families who have a range of difficulties e.g. mental health issues, drug or alcohol abuse etc. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a particular home situation as part of our commitment to safeguarding.

When teaching children about the dangers of drug and alcohol abuse, teachers are sensitive to the experiences of children in their class. We aim to give factual information in a balanced non-judgemental way. We encourage children to discuss issues and develop their own opinions.

Dealing with Harassment

Harassment on account of ability, gender, race, religion, sexuality or social background are totally unacceptable. Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games or comments, jokes and graffiti.

We aim to take all incidents of harassment seriously and the school has a statutory responsibility to deal with racial and sexual harassment through our Complaints Procedures. (See Complaints Procedures)

Equality Objective 1

To increase the awareness of diversity throughout the curriculum

Lead Person responsible for Equality Objective	Liz Fieldhouse Sue Burgess		
Outcome(s) Diversity is embedded throughout the curriculum.	Performance Measure / Evidence Monitored by Curriculum and Standards Committee Pupil Questionnaires Feedback from visitors in school Pupil Voice		
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
Review the curriculum annually to ensure that it represents a diverse spread of topics and themes e.g. Human Rights Activists, Male and Female sporting Heroes etc.	Liz Fieldhouse Vicki Robinson Paul Smith	July 2023	
Review the content of assembly stories and themes to ensure that they represent a fully diverse view of the society we live in	Liz Fieldhouse	July 2023	
Review displays and resources that we have available to the children. Do they represent more diversity than the overall White British community that we serve?	Liz Fieldhouse Vicki Robinson Sue Burgess	Ongoing	
Review the SRE Policy and curriculum content to reflect the fact that many children live in families that are not exclusively male-female parents	Liz Fieldhouse Melissa Pymer	December 2023	
Progress made: • SRE Policy reviewed and published • New SRE/Year 6 resources reflect a more diverse family structure •			

Equality Objective 2

To invite a diverse range of visitors to school to promote pupils understanding of different groups of people and equal opportunities

Lead Person responsible for Equality Objective	Liz Fieldhouse Sue Burgess		
Outcome(s) Pupil understanding and awareness of diversity is raised	Performance Measure / Evidence Monitored by Curriculum and Standards Committee Pupil Questionnaires Feedback from visitors in school Pupil Voice Discussions		
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
At least one visitor per term that raises pupil awareness of diversity	Liz Fieldhouse	Throughout 2020/21 academic year	
Progress made: Mighty Zulu Nation Day - Wednesday 31st January			

Equality Objective 3

To increase staff and Governor understanding of equality and its implications on a day to day basis



Lead Person responsible for Equality Objective	Liz Fieldhouse Sue Burgess		
Outcome(s) All Governors and staff understand their role in respect to the Equality Act and the implications of it in school	Performance Measure / Evidence Monitored by Curriculum and Standards Committee Pupil Questionnaires Feedback from visitors in school Pupil Voice		
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
Review Disability, Access and Inclusion Plan	Liz Fieldhouse	November 2022	October 2017
Governors to look specifically at the attendance and performance data for specific groups in school (<i>Gender, disadvantaged, ethnicity etc</i>) at data training session	Liz Fieldhouse	November 2022 & ongoing	
Governor and Staff training to be delivered on Equality - Head to source an external speaker/advisor to bring into school to deliver training	Liz Fieldhouse Sue Burgess	July 2023	
Progress made: - Disability, Inclusion and Access Plan reviewed, completed and published on school website - Data training session held with staff and Governing Body - specific groups highlighted			

Equality Objective 4

To ensure that the school is effective in rigorously identifying and tackling differences in pupil attainment and performance



Lead Person responsible for Equality Objective	Liz Fieldhouse Sue Burgess		
Outcome(s) All available data sets are analysed diligently to ensure that no specific groups are under-performing (inc. gender, ethnicity, socio-economic groups etc) Timely actions and remedies are put in place to remove barriers to learning for specific identified groups	Performance Measure / Evidence Monitored by Curriculum and Standards Committee Pupil Performance Data Class Data packs		
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
- Analyse ongoing tracking data half termly - EYFS Data Analysis - analyse for specific group performance - End of KS1 and KS2 Data to be analysed for specific group performance	Liz Fieldhouse	Class Data sets: Termly Every Term	
Progress made:			