

# Sandfield Close Primary School

## Equality Policy 2024-2025



<b>Policy Date:</b>	December 2024	Version	1	
<b>Policy Review Date:</b>	December 2028	Smita Lad	Signed:	Date:
<b>Ratified by Governing Body:</b>			Signed:	Date:

## **Public Sector Equality Duty (PSED)**

Sandfield Close Primary School is a diverse and inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We respect and value each person as unique.

### **Aims:**

Our school aims to meet its obligations under the public sector equality duty by having due regards for the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics'. This is the Public Sector Equality Duty (PSED).

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 nine protected characteristics are as follows:

1. age
2. disability
3. race
4. sex
5. gender reassignment
6. maternity and pregnancy
7. religion and belief

8. sexual orientation

9. marriage and civil partnership

**Our approach to equality is based on the following 7 key principles.**

1. All learners are 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 and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to age, disability, race, sex, sexual orientation, gender reassignment, religion or belief, marriage and civil partnership, pregnancy and maternity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

**Links with other School Policies**

We have a range of policies which make explicit the school's commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- Accessibility Policy
- Behaviour and Anti Bullying Policy
- Complaints Policy
- PSHE and RSE Policy

- Racist and Discriminatory Incidents procedures
- Religious Education Policy
- SEND Policy

## **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.

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 annually – 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 objectives every four years
- Consult stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do

this through the delivery of our statutory RE/RSE/PSHE Curriculum and our focus on pupils’ spiritual, moral, social and cultural (SMSC) development. However, we will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils.

### Equality Objectives 2024-2028

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further. The objectives at Sandfield Close Primary School 2024-2028 are:

<b>Eliminate unlawful discrimination, harassment and victimisation</b>		
<b>Objective</b>	<b>Success Criteria</b>	<b>Monitoring</b>
To promote respect for all which is embedded within our school values; to uphold equality across the school in all we do; to celebrate the rich diversity within our school community.	Ethos of inclusivity across the whole school through effective SMSC provision, British Values and RE/RSE/PSHE teaching.  This will be through our curriculum, assemblies and further enrichment opportunities.	Headteacher and subject co-ordinators to review RE/RSE/PSHE and SMSC provision.  Termly Headteacher reports to Governors.
<b>Advance Equality of Opportunity Between People</b>		
<b>Objective</b>	<b>Success Criteria</b>	<b>Monitoring</b>
To close gaps in attainment between pupils and all groups especially disadvantaged pupils.	Reading, Writing and Maths data shows differences are diminishing.	Pupil Progress meetings.  Data analysis in termly Headteacher report to Governors.
Increase attendance rates for disadvantaged pupils.	Overall attendance for disadvantaged pupils improves so that it is in line with all pupils.  Good communication with families.	Termly meetings with EWO.  Termly Headteacher reports to Governors.
<b>Foster Good Relations Between People</b>		
<b>Objective</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Develop pupil understanding of acceptance and mutual	Pupils are equipped with the skills and values to become future citizens	Yearly review of the curriculum to ensure that SMSC and British values

respect for others, our community and the global community beyond.	who are caring, inclusive and respectful of themselves and others.	are promoted. Events during the year celebrate culturally diverse occasions and memorable events taking place in the country.  Termly Headteacher reports to Governors.
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## Roles and Responsibilities

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

School Community	Responsibility
Governing Body	Ensuring that the equality information and objectives as set out in this statement are published and communicated throughout whole school.  Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above  Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

<b>School Community</b>	<b>Responsibility</b>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

## Monitor and Review

Every year we will review our objectives in relation to any changes in our school profile.

Reviewed by: Governing body on 12<sup>th</sup> December 2024

Date of next review: Autumn 2025