Laindon Park Primary School and Nursery

Equality Policy Summary Document 2018-2022

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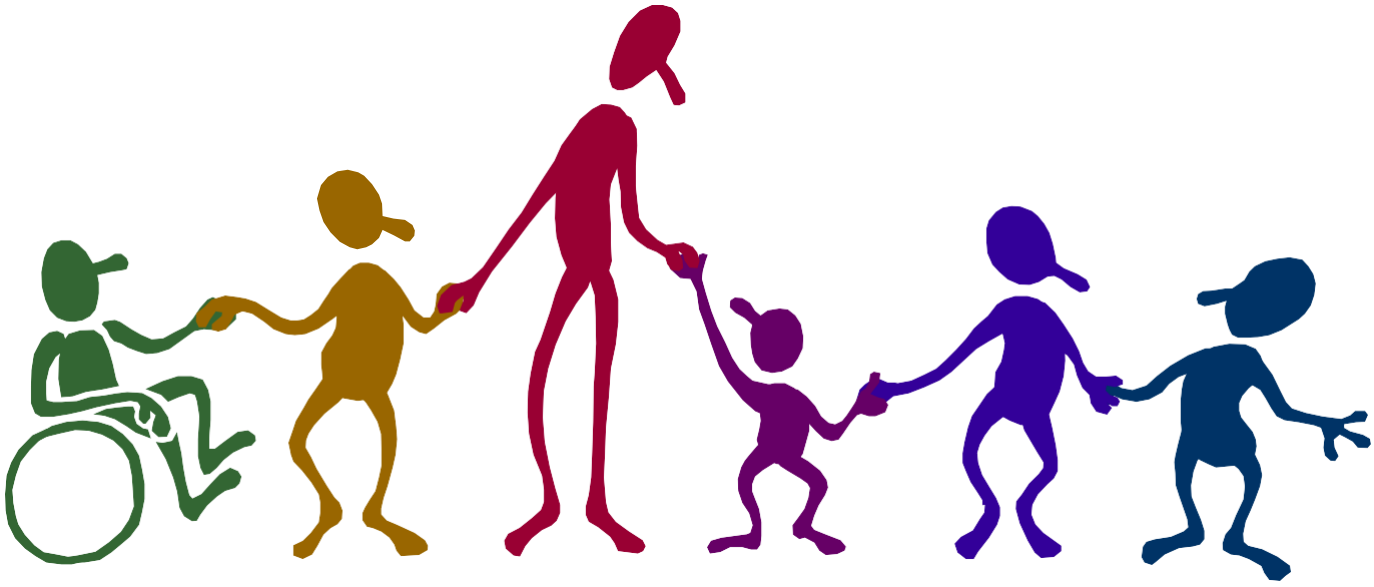

Introduction

At Laindon Park Primary School and Nursery all staff are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Everyone in our school is important and included. We promote a positive ethos thereby ensuring that the staff and pupils are happy and motivated.

What is the Equality Policy and Action Plan?

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

This Equality Policy brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions within the whole school community.

Our Equality Policy and Action Plan covers a four-year period from 2018-2022. It integrates our statutory duties in relation to the protected characteristics of disability, gender and gender reassignment, pregnancy and maternity, race, religion or belief, and sexual orientation. The duties cover staff, pupils and people using the services of the school such as parents and community. It includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Age is a protected characteristic but is not applicable to schools in relation to education or, for those under 18, to the provision of services. It is applicable to the provision of services or employment for staff and other adults. Marriage and civil partnership are a protected characteristic but only in relation to employment.

Community cohesion is no longer a specific protected characteristic. However, we continue to have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

School values and visions:

In meeting the specific duties described below, all our actions will embody our school's key principles and values.

We strive to make the best possible provisions for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We value staff for their ability and potential to help us make the best possible provision for the children in our school regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.

Meeting our duties.

Disability:
The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people

Accessibility:
There is specific disability legislation in relation to disabled pupils and accessibility which means that we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do that the school has a duty to make reasonable adjustments.

Please read our Accessibility policy for further information.

Gender:
The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity between men and women, girls and boys

Gender reassignment:
Transgendered people are explicitly covered by the gender equality duty. The term 'transgendered' refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Race:
The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

Dealing with racist incidents.
We follow the Local Authority procedures for dealing with racist actions or any form of discrimination.

Religion and belief, pregnancy and maternity, sexual orientation:
We must ensure that we do not discriminate on these grounds. This Policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Collecting and analysing equality information

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to disability, gender, gender reassignment, race, religion/belief and sexual orientation.

Laindon Park Primary School and Nursery is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic background or differing gender. The school has in place a range of associated policies that have been agreed by staff and governors.

The school has a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually, considering certain protected aspects each year, and reviewing the entire plan and accompanying action plan on a four year cycle. Thus all aspects are considered over the four year cycle.

Consultation and involving people

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We appreciate that the legislation states that it is important that minority groups (for race, disability

and gender) are involved in the formulation and development of equality schemes and action plans.

The following good practice has been identified:

- Disabled access/toilets
- Well-trained staff on the needs of specific children
- Procedures in place to meet any medical needs children may have
- Admission form criteria includes information on disability
- Every class has a weekly timetabled lesson for RE, planned for and delivered using the Essex scheme for RE and much of the focus of lessons is on the spiritual beliefs of others.
- Links are maintained with the local Christian church through regular assemblies led by the vicar and Christmas and Easter services are held either at school or in church. Other religious groups e.g. Viz a Viz and Back 2 School Ministries, visit the school and provide lessons and assemblies about their work.
- School organizes an RE week yearly with a focus on representatives of other faiths to take part in lessons and assemblies to promote tolerance of individual's beliefs.
- Due to the school's ethos of inclusion and acceptance children have respect and empathy for each other and show understanding and compassion for others' needs and differences. As a result of this ethos the school has very few incidents of bullying, discrimination or racism.

The following ongoing needs have been identified:

- The initial scheme was shared but this has not been continually promoted over the last 3 years, resulting in many people not knowing of its existence
- Limited opportunities for sourcing community views

What we have achieved so far

Disability

- A new classroom and a purpose-built room have been built. The rooms are both accessible.
- A new outside area has been developed with a ramp access.

Gender

- Our school council is always represented by one male and one female pupil from each class (years 2-6)
- Weekly after school fitness club for girls only.
- Increased girls attendance to other sporting opportunities and clubs.

Race/ethnicity

- Our data shows that children with English as an Additional Language made above average progress.
- PSHE lessons incorporate topics such as Ethnic identities, values and customs, Equality Act 2010 and Discrimination.

Roles and responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Policy and Action Plan.
- Our Head Teacher is responsible for the implementation of this Policy and will ensure that staff are aware of their responsibilities, that they are given the necessary training and support and will report progress to the governing body.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good awareness of equality issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents and carers are adhering to our commitment to equality.

Publicising our scheme

Our Equality Policy will be made accessible to all persons within our local and school community in the following ways:

- policy is available on our website and hard copies can be obtained from the school office.
- we will raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.

EQUALITY ACTION PLAN 2018 – 2022

OBJECTIVE	TARGET GROUP	ACTION	TIMESCALE	MONITORING + EVIDENCE
To improve the achievement of children from low income and disadvantaged families	Pupil Premium children	Plan effective quality first teaching Introduce pre learning tasks and specific intervention Enrich curriculum through visits/visitors and experiences	September 2018 and ongoing	Tracking data Intervention Summaries Case Studies
To improve the achievement of children with SEN	SEN children	Plan effective quality first teaching Staff training into effective teaching of SEN children Provide interventions/resources	September 2018 and ongoing	Tracking Data IEPs Intervention summaries
To improve the progress of children from identified groups	Children identifies through detailed analysis of end of year data	Identify barriers to learning Identify specific groups for teachers' performance management. Provide resources and appropriate support	September 2018 and ongoing	Tracking Data Review termly in school Improvement Plan, also during teachers' professional development reviews.
To promote understanding of and respect for differences	All children Children with disabilities currently in school	Participate in Anti Bullying week Develop PSHE curriculum accessibility/curriculum for: Wheelchair access Hearing impairments	September 2018 and ongoing	Racial Incidents File Behaviour Logs