



LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

Single Equality Policy

May 2022

Signed

Peter Greenway

CHAIR OF GOVERNORS

Sarah Tomlin

ACTING HEADTEACHER

Next review September 2022

## Single Equality Policy

Langford Village Community Primary School is committed to ensuring that the principles and practices of equality are understood by all - children, staff, governors, parents and links within the local community. Equality of opportunity at Langford is about providing quality and excellence for all in order to promote the highest possible standards of achievement. It is based on the following core values and ethos as expressed in the school's vision:

*To create a school community where children participate, excel and are proud of their achievements.*

*Be proud - Be ambitious - Be focused - Be a team player - Be strong Be innovative - Be a risk taker*

Most importantly it details Langford Village School's policy on our day-to-day practices and interactions with the whole school community. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

### Introduction

The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice, this requires our school to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

The Public Sector Equality Duty encompasses General and Specific duties in promoting equality across the full range of protected characteristics. These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, disability and social circumstances and the school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Children or families with different religions or beliefs
- Children and others with special educational needs
- Children and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Children or staff who are pregnant or have just given birth
- Children or staff undergoing gender reassignment

It is important that in this school we meet the needs of the school community to ensure inclusion and for all; the highest possible standards of achievement and that pupils are prepared for full participation in an increasingly diverse and multi-ethnic society.

To this end the governors regularly review admissions policy to ensure that it is not discriminatory either in intention or effect and the school has rigorous systems to ensure all children are tracked throughout the school and provision is made for those that need additional and different experiences to prosper.

As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### What sort of school are we?

Langford Village Primary School is an inclusive school. We have a planned admission of 60 into

our two reception classes.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Disruptions in education due to the COVID-19 pandemic
- National lockdowns and restrictions due to the COVID-19 pandemic

### **Part one - Aims of policy**

The primary aim of Langford Village School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and reasonable adjustments for disabled pupils, to enable our pupils to fully participate in school life.
- We are committed to ensuring staff with a disability have equality of opportunity.
- We will expect positive attitudes towards pupils and staff and everyone to treat others with dignity and respect.
- We will regularly consider the ways in which our teaching and the 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 monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.
- Staff 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.
- Staff will ensure equality of opportunity in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

### **Meeting our Duties**

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it

### **Race Equality**

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

- Eliminating racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups

All racist incidents will be recorded on the school's Racist Incident Reporting form and a copy given to the Headteacher. The Headteacher will record this on the school's record and will follow the Local Authority procedures for reporting racist incidents.

### Disability Equality

The general duty to promote disability equality means that we have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Take steps to take account of 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 we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- Make written information accessible to pupil in a range of different ways

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

See Accessibility Policy and Action plan for further information about this.

### Gender Equality

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

- Eliminating unlawful discrimination and harassment.
- Promoting equality of opportunity between men and women, and boys and girls.

### **Collecting and Analysing Equality Information for Pupils**

Langford Village School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse the following equality information for our pupils and store the information on the Management Information Systems (MIS):

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racial behaviour
- Attendance at activities outside of school

Actions required as a result of this analysis are prioritised in the School Development Plan which is reviewed termly and new priorities identified annually.

### **Collecting and Analysing Equality Information for Employment and Governance** Langford

Village School is committed to provide a working environment free from discrimination, victimisation and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile

- Attendance on staff training events
- Disciplinary and grievance cases
- Staff Appraisal

Actions required as a result of this analysis are prioritised in the action plan.

We are mindful of laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information about the school's Single Equality Policy, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that this cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by the Headteacher or Deputy Headteacher and a synopsis passed to a working party as required.

### **Equality Impact Assessments**

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 need of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessment to identify the impact or effect (either positive or negative) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and to ensure equality of service to all.

A list of all policies has been created and we are currently undertaking an ongoing programme of impact assessment for all our policies and procedures.

### **Other School Policies**

We have used our existing School policies to inform our Single Equality Policy. These include:

- Accessibility Policy and Plan
- Anti-Bullying Policy
- Behaviour Policy
- School Development Plan
- Special Educational Needs and Disability Policy (SEND)

### **Roles and Responsibilities**

The Governing Body are responsible for:

- Ensuring that the school complies with equality-related legislation.
- Ensuring that the policy and its procedures are implemented by the Headteacher.
- Ensuring all other school policies promote equality.
- Giving due regard to the Public Sector Equality Duty when making decisions.

The Headteacher is responsible for:

- Implementing the policy and its related procedures.
- Making all staff aware of their responsibilities and providing training as appropriate to enable them to effectively deliver this policy.
- Taking appropriate action in any case of actual or potential discrimination.
- Ensuring that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff are responsible for:

- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy.

- Dealing with bullying and discriminatory incidents, and knowing how to identify and challenge prejudice and stereotyping.
- Promoting equality and good relations and not discriminating on any grounds.
- Attending such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

All pupils are responsible for:

- Refraining from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

All visitors must be aware of, and comply with; the school's Single Equality Policy and refrain from engaging in discriminatory behaviour when on school premises.

### **Commissioning and Procurement**

Langford Village School, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

### **Publicising our Policy**

The Single Equality Policy will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction
- Distribution to local community and users of the school premises as appropriate

### **Annual review of progress**

We continue to review annually the actions we have taken to develop the Single Equality Policy which include:

- The result of our equality information monitoring for race, disability and gender and how this information has informed the School Development Plan
- An update of the progress made against priorities identified in the School Development Plan and Action Plan.
- An evaluation of the impact of progress made and measures taken
- Producing an Annual report with regard to all aspects of race, disability and gender with the Single Equality Policy through the Pupil Support Governors subcommittee.

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

- Anti- Bullying Policy
- Safeguarding Policy
- Behaviour Policy
- Health & Safety Policy
- SEND Policy

**Policy status:** Statutory

**Review Schedule:** 6 months until full review – then every 3 years

**Policy Adopted:** May 2022

**Review Date:** September 2022

<b>R</b> = Race	<b>SO=</b> Sexual Orientation
<b>D</b> = Disability	<b>A=</b> Age
<b>G</b> = Gender	<b>RB</b> = Religion or Belief

### Single Equality Policy Action Plan

R	D	G	S	A	R	Objectives	Actions	Lead Responsibility	Timescale	Expected Outcomes
						To make all staff aware of Single Equality Policy and raise awareness of their responsibilities	<ul style="list-style-type: none"> <li>Put link on School website to policy</li> <li>Regular agenda item at staff meetings and SLT meetings</li> </ul>	Headteacher	Termly	<ul style="list-style-type: none"> <li>For all staff to know their statutory responsibilities in relation to Equalities</li> </ul>
						To review all policies on a rolling programme to ensure they meet the requirements of the Equalities Act 2010	<ul style="list-style-type: none"> <li>Collate a whole school list of statutory and non-statutory policies with review dates</li> <li>Audit equality and impact of policies</li> </ul>	Headteacher	April 2022	<ul style="list-style-type: none"> <li>For Policies to meet requirements of Equalities Act 2010 and due regard be given to equality when monitoring them</li> </ul>
						To provide opportunities for all pupils to participate and benefit from extra-curricular activities	<ul style="list-style-type: none"> <li>Collate a list of after school club attendance focussing on protected characteristics</li> </ul>	Headteacher	Termly	<ul style="list-style-type: none"> <li>Target and encourage children from particular protected characteristic groups to attend specific clubs</li> </ul>
						To raise awareness amongst the whole school community of other beliefs and religions from within our local community	<ul style="list-style-type: none"> <li>Invite members of different faiths to lead assemblies</li> <li>Where appropriate for children to visit different places of worship</li> <li>To audit range of dual language books available in the library</li> <li>Assemblies targeted at racial and cultural diversity other than their own</li> </ul>	RE coordinator and Headteacher	Termly linked to assembly themes	<ul style="list-style-type: none"> <li>For children to have a broader understanding of the different faiths and cultures that exist within the local community.</li> <li>For children to enhance their understanding of respect for others' beliefs</li> </ul>
						To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>Assembly plans consider the It's Okay to be Different theme</li> <li>Include cross curricular work when links with National/International events occur, e.g. Para Olympic Games.</li> </ul>	Headteacher and Deputy Headteacher	Ongoing and annually linked through assembly themes	<ul style="list-style-type: none"> <li>Children's thinking about what a disability is to be challenged.</li> <li>For children to understand how life is the same and different for somebody with a disability.</li> </ul>
						To identify trends in attainment and progress across the school  To narrow any gap in attainment between specific groups and their	<ul style="list-style-type: none"> <li>Attainment data to be analysed x 3 a year to identify gaps and trends in progress.</li> <li>Action planning identified through the School Development Plan to take steps</li> </ul>	Headteacher and Deputy Headteacher with Assessment Lead	x 3 a year	<ul style="list-style-type: none"> <li>For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way.</li> </ul>

					peers	to close the gap.			<ul style="list-style-type: none"> <li>• For actions to be planned and evaluated for impact where gaps have been found.</li> </ul>
					Listen to pupils, staff, parents and others:	<ul style="list-style-type: none"> <li>• Hear the student voice</li> <li>• Actively seek staff views and listen to staff concerns</li> <li>• Seek the views of parents</li> <li>• Ensure it encourages, enables and hears the full range of views including those with disabilities</li> </ul>	Headteacher All staff	Annually	<ul style="list-style-type: none"> <li>• School Council (supported by Governor) meets regularly. Governors invite School Council reps to Governors meeting annually.</li> <li>• Governors systematically check Parent voice responses.</li> </ul>
					Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible.	<ul style="list-style-type: none"> <li>• Explain how the school operates offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</li> <li>• Encourage parents to let the school know if they have a particular disability or other need</li> <li>• Encourage parents to discuss their concerns</li> <li>• Ensure that parents understand how well their child is progressing</li> <li>• Explain how parents can help their child at home</li> <li>• Explain how parents and others can help in school</li> <li>• Encourage parents to join the PFA and/or governing body</li> </ul>		Termly	
					Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year	<ul style="list-style-type: none"> <li>• Ensure a happy start to the school at normal times</li> <li>• Ensure effective school transfer and induction mid-year</li> <li>• Ensure that extra help is given to pupils who find change of school challenging</li> <li>• Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school</li> </ul>		Termly	