

The Equality Policy and objectives

Date	Written By	Approved by	Review Date
February 24	S Fellows	SLT	February 26

Introduction

At Inmans Primary School, we are committed to ensuring the equality of education and opportunity for all pupils, staff, parents / carers, irrespective of race, gender, disability, faith, religion or socio-economic background. 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.

The achievement of pupils will be monitored by EAL, SEND, free school meal entitlement and gender and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Inmans, we believe that diversity is a strength and should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

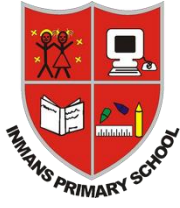
Teaching and learning

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:

- monitor achievement data by EAL, SEND, free school meal entitlement and gender and action any gaps
- take account of the achievement of all pupils when planning for future learning and setting challenging targets
- ensure equality of access for all pupils and prepare them for life in a diverse society
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- seek to involve all parents in supporting their child's education
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning

Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, faith, religion or socio-economic background.



Equal opportunities for staff

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

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination in our employment practices and actively promote equality across all groups within our workforce. Actions to ensure that this commitment is met include:

- monitoring recruitment and retention of staff
- continuing to offer professional development opportunities for all staff
- support from the Senior Leadership Team to ensure equality of opportunity for all.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation, including the Race Relations (Amendment) Act (2000), the Disability Equality Duty (2005) and the Equality Act (2006).

The action plan at the end of this policy outlines the actions that Inmans Primary School will take to meet the general duties detailed below.

Race equality

This section of the plan outlines the general and specific duties of schools as detailed in the Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The law requires us to have due regard to the need to:

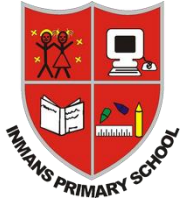
- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse (twelve months or more) effect on his or her ability to carry out normal day-to-day activities.'

The DDA places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people



- eliminating discrimination and harassment of disabled people that is related to their disability
- promoting positive attitudes towards disabled people

- encouraging participation in public life by disabled people
- taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- prepare and publish this Disability, Equality and Diversity Policy, which covers the requirements for a Disability Equality Scheme, identifying our disability equality goals and actions to meet them
- review and revise this scheme every two years.

Gender equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality between men and women.

Under our specific duty we will:

- prepare and publish this Disability, Equality and Diversity Policy which covers the requirements for a Gender Equality Scheme, identifying our gender equality goals and actions to meet them
- review and revise this Scheme every two years.

Sexual orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

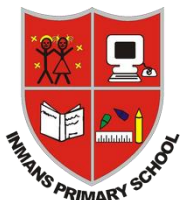
The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination on the grounds of sexual orientation unlawful. For schools this includes the arrangements covering admissions and the treatment of pupils.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socioeconomic backgrounds. The duty came into force on 1 September 2007.

Consultation and involvement

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 / carers. We have achieved this by using the following to shape the plan:



- feedback from the annual parent questionnaire termly parents evening questionnaires, parent-school meetings or governors' parent-consultation meeting
- input from staff surveys and through staff meetings
- feedback from pupils, including the school council, whole school surveys on children's attitudes to self and others
- issues raised in annual reviews
- feedback at governing body meetings

Roles and Responsibilities

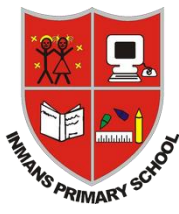
The role of governors

- the governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- the governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- the governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- the governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- the governing body ensures that no child is discriminated against whilst in our school on account of their race, gender or disability.

The role of the Headteacher

- it is the headteacher's role to implement the school's Disability, Equality and Diversity Policy
- and s/he is supported by the governing body in doing so.
- it is the headteacher's role to ensure that all staff are aware of the Disability, Equality and Diversity Policy and that teachers apply these guidelines fairly in all situations.
- the headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- the headteacher 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.
- the headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff (both teaching and support)



- all staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Disability, Equality and Diversity Policy.
- all staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- all staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating where necessary to a class teacher or a member of the SLT where appropriate. All incidents are reported to the Headteacher.

What is a discriminatory incident?

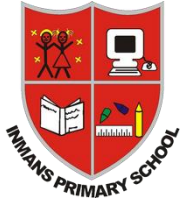
Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against, a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- cyber bullying, as discriminatory incidents are not necessarily face to face
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;



- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school. The procedure for responding and reporting is outlined below:

- action should be taken to address issue with year group / school if necessary e.g. through circle time or assembly
- incident form to be completed and filed.
- complete racist form /anti bullying / behaviour incident form

● response to perpetrator and family

response to victim and family

- member of staff to investigate further (if incident reported) or challenge behaviour immediately

Equality Objectives 2024-2026

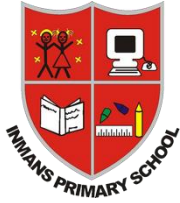
Objective 1: To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging school visits and school-based activities;
- Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Why have we chosen this objective? The school has a higher than national % of pupils with Special Educational Needs and Disabilities, and pupils with an EHCP, compared with other schools. How will this be measured and evaluated? Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. Educational Visit Leader and Senior Leaders will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

Objective 2: To recognise that communication is not only through spoken language and promote opportunities for training and development to support this by:

- Providing appropriate staff CPD to support other forms of communication
- Promoting the use of a variety of forms of communication amongst staff, pupils and parents.
- Monitoring and evaluating the use of a variety of forms of communication



- Monitoring and evaluating pupils' attitudes and knowledge around disability, diversity and equality.

Why have we chosen this objective? The school has an increasing number of children with significant and often complex needs including ASD. There are many children who struggle to comprehend or respond appropriately to spoken word and require alternative forms of communication including visual.

How will this be measured and evaluated?

Leaders will monitor coverage of equalities through curriculum monitoring, extra curricular opportunities registers and assembly monitoring. Pupil voice and monitoring of teaching & learning will be used to evaluate pupils' knowledge, skills and attitudes to communication. Reporting on equalities information through reports to full governing bodies and teaching and learning curriculum.