



Equality Policy

GUIDING PRINCIPLES

As a school, we are committed to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as 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
- whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- members of the LGBT+ community

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds

- both women and men, girls and boys
- members of the LGBT+ community

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

SCHOOL CONTEXT

Our learners are drawn from the mixed socio-economic communities of Hucknall and surrounding area on the northern fringe of the city of Nottingham. More children are from Hucknall with higher levels of deprivation than the surrounding villages.

Numbers have risen from 313 in 2011 to 400 in 2018. This has enabled us to have single aged year groups for the first time from September 2015. Our PAN has been raised from 50 to 60 to accommodate growing numbers. We are over PAN in one year group.

Most of our learners are from a White heritage background. However, 7 of these children are from 'White and Asian background', 5 are from 'Any other white background' and 7 are from 'White and Black Caribbean background'. Because of this we ensure our curricular and personal development programmes actively promote extensive heritage and cultural diversity, international and global dimensions to make students more aware of the multi-cultural world beyond their immediate environment. This makes links to British Values.

The number of children with English as a second language is 1% (6 pupils).

The faith profile of the School is broadly Christian (44%) which is lower than the national average with many refusing to declare their religion (42%) or no religion (10%). Less than 1% of each of these other religions form part of the school community: Sikh and Muslim.

Our Free School Meals is currently 15%.

There has been an increase of Service children in the last two years and we now have 14 service children (4%).

We have 1 child in school, who has a special guardianship arrangement. We have no LAC.

The proportion of pupils with learning difficulties and/or disabilities is below the Nottinghamshire average

MISSION STATEMENT

Leen Mills Primary School is an 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 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.

LEGAL FRAMEWORK

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

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.

This policy replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

This policy has been developed to help the school to meet its duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

At Leen Mills we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Students will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.

ETHOS AND ORGANISATION

The achievement of pupils will be monitored by race, gender and disability 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 Leen Mills Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- At Leen Mills we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the community.
- There should be 'openness' of atmosphere which welcomes everyone to the school.
- The students are encouraged to greet approved visitors with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Although physical access to the school is mostly accessible, arrangements are always made for students and adults to access any hard to reach areas of the school.
- Provision is made to cater for the spiritual needs of all the students through planning of both assemblies, classroom based and externally based activities.

ADMISSIONS AND EXCLUSIONS

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

Exclusions will always be based on the school's Positive Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

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, sex or disability.

The role of the head teacher (or senior leader responsible for Equalities)

- It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The head teacher 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 head teacher 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 head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- 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 to a class teacher / Inclusion team/head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Types of discriminatory incident

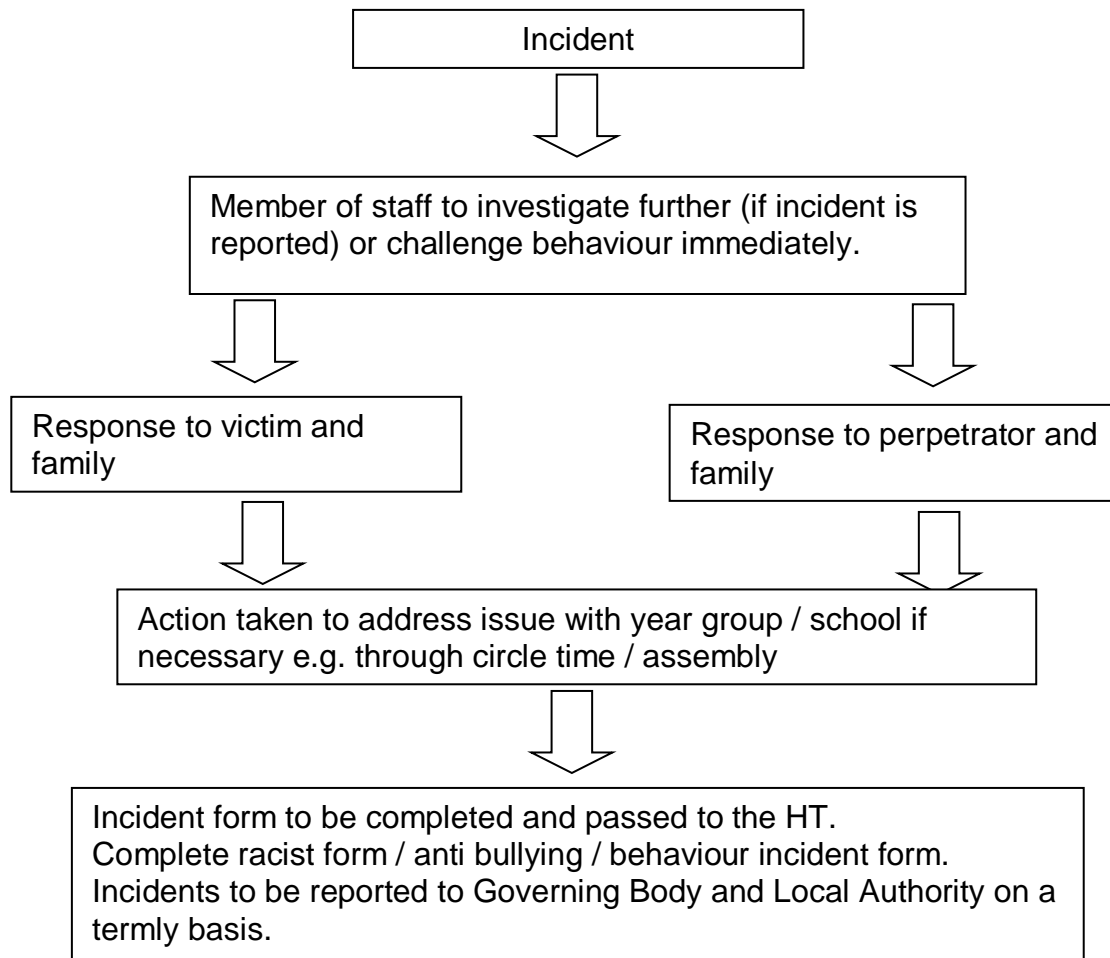
Types of discriminatory incidents that can occur are:

- 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, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:



STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- All posts are advertised and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Steps are taken to encourage people from underrepresented groups to apply, however staff are appointed to the school based on the closest fit to the person specification/job description. Gender is not included in these criteria. We endeavour to appoint the best person for the job.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact (eg. Safer Recruitment).

BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have 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 and review the entire plan and accompanying action plan on a three year cycle.

We use termly Pupil progress meetings to monitor pupils' learning and use this information to track pupil progress. As part of this process, we monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

DISSEMINATING THE POLICY

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- as part of the Induction procedure for new staff

Leen Mills Primary School

Equality Act Action Plan September 2018 – September 2021

| Targets | Actions | Timeframe | Lead Personnel | Monitoring | Impact |
|--|---|-----------------------|-------------------|---------------|--|
| To communicate the Equality Policy to the whole school community | Publish and promote the Equality Plan through the school website, newsletter and staff meetings | Sept 18 | RT | P&P committee | The school is fulfilling its statutory duty Available on School web site. |
| Accessibility Plan | | | | | |
| To ensure that the access plan is relevant for the school community | To annually review the access plan and take action to accommodate new pupils / parents / staff with disabilities as necessary | Autumn term each year | RT | P&P | School users able to access all areas of the school |
| Availability of written material in alternative formats including non-visual guides and for parents / careers for who English is an additional language. | New signs around the school are in additional languages and Braille (if needed). | On going | RT | HT & F&GP | Written information provided in alternative forms available on the web site. |
| | Alert visitors to translation tool on the school web site | October 18 | | | |
| British Values | | | | | |
| To appoint a Link Governor responsible for monitoring British Values in school | Link Governor to meet with Head Teacher | January 2019 | RT | P&P committee | Governors have a good understanding of Ofsted's expectations on schools in relation to the active promotion of British Values and are able to describe how these values are defined and implemented in school. |
| | Governor training | By Easter 2019 | Training Governor | | |
| To build into the curriculum opportunities to actively | Long and medium term planning identifies specific teaching and | By July 2019 | KG | RT | Children display: <ul style="list-style-type: none"> • tolerance |

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|--|---|----------|----------------|-----|--|
| prepare pupils for life in modern Britain. | learning activities. | | | | <ul style="list-style-type: none"> • respect and understanding of those who are different from us • respect for the law • an understanding of what is right and wrong <p>Long term curriculum plans available on the school web site.</p> |
| Charities | School to promote local and national charity events | On going | School council | NS | <p>Children have a good understanding of the similarities and differences for between their lives and children in another part of the world</p> <p>Community work: Litter posters</p> |
| Gender | | | | | |
| To track and analyse the progress of different gender groups | To act on any trends or patterns in the data that requires additional support for groups of pupils. | Termly | RT | P&P | Gender groups make progress in line with, or better than, LA or Nationally. |
| | Monitor and analyse children's take up of activities by gender and act on any trends or patterns in data that requires additional support for pupils. | Termly | CJ | HT | Equal access for children for all activities |
| | Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | Intervention strategies put into place (if necessary) to support children's behaviour. |
| | Monitor and analyse children's attendance by gender and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | At least 90% attendance for children. Targeted support referral if necessary. |

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|---|--|--|---------|-------------|--|
| LAC (Currently no LAC children) Sept 18 | | | | | |
| To track and analyse the progress of LAC | To act on any trends or patterns in the data that requires additional support for groups of pupils. This could include 1:1 tuition. LAC pupil data reported to LA. | Termly | ND | P&P | LAC make progress in line with, or better than, LA or Nationally |
| | Monitor and analyse children's take up of activities and act on any trends or patterns in data that requires additional support for pupils. | Termly | CJ | P&P | Equal access for LAC |
| | Monitor and analyse children's behaviour and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | Intervention strategies put into place (if necessary) |
| | Monitor and analyse children's attendance and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | At least 90% attendance for children. Targeted support referral and Social Worker involvement (if necessary) |
| Designated Teacher has up to date knowledge | To attend Designated teacher CPD | On going | RT | P&P | Information disseminated to staff of LAC |
| Updated PEP in place | PEP updated termly working alongside Social Care. Information passed onto Secondary School | Within specific timeframe of starting school | RT | Social Care | LAC make progress in line with, or better than, LA or Nationally. |
| SEND | | | | | |
| To track and analyse the progress of SEN children | To act on any trends or patterns in the data that requires additional support for groups of pupils. | Termly | ND / HO | P&P | SEN groups make progress in line with, or better than, LA or Nationally. |
| | Monitor and analyse children's take up of activities by SEN and act on | Termly | CJ | P&P | Equal access for children for all activities |

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|---|--|--------|---------|-----|--|
| | any trends or patterns in data that requires additional support for pupils. | | | | |
| | Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | Intervention strategies put into place (if necessary) to support children's behaviour. |
| | Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | At least 90% attendance for children. Targeted Support referral if necessary. |
| | | | | | |
| FSM | | | | | |
| To track and analyse the progress of FSM children | To act on trends and patterns in the data that requires additional support for groups of pupils. | Termly | RT / ND | P&P | FSM groups make progress in line with, or better than, LA or Nationally. |
| | Monitor and analyse children's take up of activities by FSM and act on any trends or patterns in data that requires additional support for pupils. | Termly | CJ | P&P | Equal access for children for all activities |
| | Monitor and analyse children's behaviour by FSM and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | Intervention strategies put into place (if necessary) to support children's behaviour. |
| | Monitor and analyse children's attendance by FSM and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | At least 90% attendance for children. Targeted support referral, if necessary. |

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|---|--|----------------|-------------------------|-----|--|
| BME and EAL | | | | | |
| To track and analyse the progress of BME and EAL children | To act on trends and patterns in the data that requires additional support for groups of pupils. | Termly | RT | P&P | BME and / or EAL groups make progress in line with, or better than, LA or Nationally. |
| | Monitor and analyse children's take up of activities by EM and / or EAL and act on any trends or patterns in data that requires additional support for pupils. | Termly | CJ | P&P | Equal access for children for all activities |
| | Monitor and analyse children's behaviour by EM and / or EAL and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | Intervention strategies put into place (if necessary) to support children's behaviour. |
| | Monitor and analyse children's attendance by BME and / or EAL and act on any trends or patterns in the data that requires support for pupils. | Termly | RT | P&P | At least 90% attendance for children. Targeted support referral, if necessary. |
| Recruitment | | | | | |
| Equality with recruitment | Follow the procedures as laid down within the Equality Act when recruiting new members of staff. | On going | RT | P&P | Equality Act followed. Transparency of recruitment procedures. |
| Reporting | | | | | |
| Sharing information | To establish ways of reporting and publishing quantitative and qualitative information about progress towards greater equality | Summer Term 19 | Inclusion Link Governor | P&P | School community has a good knowledge and understanding of the school's progress. |
| | To formulate and publish specific and measurable objectives based on collected evidence | Summer Term 19 | Inclusion Link Governor | P&P | School community has a good knowledge and understanding of the school's progress. |

