

# Orleans Primary School



## Equality Policy and Statement 2025-2028

Governor's Committee Responsible	Full Governing Body
Review Cycle	3 Yearly
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Date of next review	January 2028

## **Introduction**

This policy brings together previous equality duties and outlines how the school meets its responsibilities under the Equality Act 2010, including the duty to foster good relations between different groups within the school community.

This policy should be read in conjunction with the Behaviour Policy, Anti-Bullying Policy, SEND Policy, Safeguarding Policy, Accessibility Plan and Complaints Policy.

This document sets out how persons – including pupils - with the following protected characteristics will be protected in our school from harassment and discrimination:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It outlines the commitment of the staff, pupils and governors of Orleans Primary School to ensure that equality of opportunity is available to all members of the school community. For Orleans Primary School, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity, achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- Governors
- Multi-agency staff linked to the school
- Visitors to school
- Students

This policy applies to the whole school community and we will review progress annually.

## **Statement of Principles**

We believe that equality within Orleans Primary School should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Orleans Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective of any recognised area of discrimination (Single Equalities Act 2010).

At Orleans Primary School our admissions arrangements are fair and transparent. We aim to provide all our pupils with the opportunity to succeed and reach their full potential. The achievement of pupils will be monitored by the Headteacher and other leaders as appropriate in light of the protected characteristics outlined in the Equality Act 2010. This data will be used 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. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

This policy outlines the commitment of the staff and governors to promote equality by providing a working environment free from discrimination, bullying, harassment and victimisation.

### **Statutory Requirements**

The school operates in accordance with the Equality Act 2010, which provides a single legal framework to protect individuals from discrimination, harassment and victimisation.

The Equality Act identifies **nine protected characteristics**:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

As a public body, the school is also subject to the **Public Sector Equality Duty (PSED)**. In carrying out our functions, the school will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Advancing equality of opportunity involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate fully in school life and in activities where their participation is disproportionately low.

Fostering good relations involves:

- Tackling prejudice.
- Promoting understanding between people from different groups.

The school will meet its **specific duties** under the Equality Act by:

- **Publishing equality information annually** to demonstrate how the school is complying with the Public Sector Equality Duty.
- **Preparing and publishing equality objectives** at least every four years and reviewing progress regularly.

Through these actions, Orleans Primary School is committed to ensuring that equality, diversity and inclusion are embedded across all aspects of school life.

### **School in Context**

Orleans Primary School is a two-form entry maintained primary school with a 19 FTE place nursery.

Pupils come from a range of socioeconomic backgrounds. The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, creating an environment that embraces respect for all.

### **Monitoring and Review**

Orleans Primary School is an inclusive school, working towards greater equality in the whole school community. 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 her or his potential.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly 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.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Orleans Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Due regard is given to the promotion of equality in the Schools' School Development Plan. The person responsible for monitoring and evaluation this is the Head of School along with the Executive Headteacher and senior other leaders.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions;
- Work with the governing body on matters relating to equality;
- Support evaluation activities that moderate the impact and success of this policy.

As well as the specific actions set out beneath this plan; the school operates equality of opportunity in its day-to-day practice as follows:

### **Teaching, Learning and Assessment**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this our teaching, learning and assessment will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Provide equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extended learning opportunities that involve all pupil groups;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources and training that support staff development;

- Nurture our links with local organisations e.g. Police where men and women fulfil the same role;
- Community Cohesion is promoted in RE, PSHE and through other areas of the curriculum such as English, music and art.
- Provide opportunities for pupils to undertake studies of specific countries in geography as part of a themed topic;
- Implement a policy on Special Educational Needs & Disabilities (SEND) in-line with the recommendations in the latest national SEND Code of Practice.

### **Curriculum**

- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials, which positively reflect a range of cultures, identities and lifestyles.

### **Provision for Pupils with EAL**

At Orleans Primary School we make appropriate provision for all children with EAL to ensure access to the whole curriculum.

These groups may include:

- Pupils for whom English is an additional language;
- Pupils who are newly arrived to the UK;
- Pupils who use their first language effectively for learning.

### **Personal Development and Pastoral Guidance**

- Staff take account of all recognised areas of discrimination and the experience and needs of particular groups such as newly arrived children, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **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 Behaviour Policy and Exclusion Guidelines. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Staffing and Staff Development**

At Orleans Primary School we are committed to the implementation of equal opportunities principles 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. However, we ensure wherever possible that the staffing of the school reflects the diversity of our community. We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Employer Duties**

At Orleans Primary School we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sex, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Investigation into allegations of bullying and harassment of staff;
- Pay performance and promotion is relative to experience and responsibility not to gender or sexual orientation.

### **Equality and the Law**

There are a number of statutory duties that must be met by school:

#### **A) Race equality**

Under the **Equality Act 2010**, race is a protected characteristic. Race includes colour, nationality, ethnic or national origin.

At Orleans Primary School we are committed to:

- Eliminating unlawful discrimination, harassment and victimisation related to race.
- Promoting equality of opportunity for pupils, staff and members of the school community from all racial and ethnic backgrounds.
- Fostering good relations between people from different racial and ethnic groups.

The school monitors the progress, attainment, attendance and wellbeing of pupils from different ethnic backgrounds in order to identify and address any inequalities. Appropriate action is taken to ensure that all pupils have equal opportunities to achieve their full potential.

## **B) Disability**

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Orleans Primary School is committed to:

- Ensuring that disabled pupils, staff and visitors are not treated less favourably.
- Making reasonable adjustments to ensure disabled pupils can access education and school activities.
- Promoting positive attitudes towards people with disabilities.
- Increasing participation of disabled pupils in the curriculum and wider school life.

The school maintains an Accessibility Plan, which outlines how we will improve access to:

- the curriculum
- the physical environment
- written information for pupils and parents with disabilities.

## **C) Gender**

Under the Equality Act 2010, sex and gender are protected characteristics.

Orleans Primary School is committed to:

- Eliminating unlawful discrimination and harassment related to sex or gender reassignment.
- Promoting equality of opportunity for all pupils and staff regardless of gender.
- Challenging gender stereotypes and promoting positive role models.
- Ensuring that pupils and staff who are transgender or undergoing gender reassignment are treated with dignity and respect.

The school promotes equality through inclusive teaching practices, curriculum content and positive school values.

## **D) Sexual Orientation**

Sexual orientation is a protected characteristic under the Equality Act 2010.

Orleans Primary School is committed to:

- Eliminating discrimination, harassment or bullying related to sexual orientation.
- Promoting respect and understanding for all individuals and families.
- Challenging homophobic language or behaviour where it occurs.

Through the curriculum and wider school ethos, pupils are encouraged to develop respect for different relationships and family structures.

### **E) Age**

Age is a protected characteristic under the Equality Act 2010, primarily in relation to employment and service provision.

Orleans Primary School is committed to promoting equality of opportunity for staff and members of the school community regardless of age. Decisions relating to recruitment, professional development and promotion are made on the basis of merit, experience and suitability for the role.

### **F) Community Cohesion**

As part of the Public Sector Equality Duty under the Equality Act 2010, schools are required to foster good relations between people who share a protected characteristic and those who do not.

At Orleans Primary School we promote positive relationships and mutual respect between pupils, staff and the wider community. This includes:

- Promoting understanding and respect for different cultures, faiths and beliefs.
- Challenging prejudice, discrimination and stereotypes.
- Providing opportunities for pupils to learn about diversity through the curriculum, assemblies and wider school activities.

These approaches support pupils in developing the knowledge, skills and attitudes needed to live and work in a diverse society.

### **Partnerships with Parents, Carers, Families & the Wider Community**

- At Orleans Primary School we will work with parents / carers to help all pupils to achieve their potential.
- All parents and carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities.

### **The Role of Governors**

- The Governing Board (GB) 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 their protected characteristics.
- The GB seeks to ensure that people are not discriminated against when applying for jobs at our school on the grounds of their protected characteristics.
- 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 GB ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The Role of the Headteacher and Senior Leadership Team**

- It is the Headteacher / SLT role to implement the school's Equality Policy and Plan and the GB's role to support them.
- It is the Headteacher / SLT role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Headteacher / SLT ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher / SLT 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 / SLT 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 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 against any protected characteristics, 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.

### **What is a Discriminatory Incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as, 'any incident which is perceived to be racist by the victim or any other person.'

### **Types of Discriminatory Incidents That Can Occur:**

- Physical assault because of any of the personal characteristics that are identified as protected;
- Use of derogatory names, insults or jokes;
- Racist, sexist, homophobic graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse or threats;
- Incitement of others to discriminate or bully due to any of the personal characteristics that are identified as protected;
- Discriminatory comments in the course of discussions;
- Attempts to recruit others to discriminatory organisations or groups;
- Ridicule of an individual;

- Refusal to collaborate with others on grounds of any of the protected characteristics.

### **Measuring the Impact of the Policy**

This policy and plan will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. It has been agreed by our GB. 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 policy annually.

### **Orleans Primary School Equality Objectives 2025-2028**

- To ensure that attendance for disadvantaged and Pupil Premium groups is in line with peers.
- To improve progress for pupils with SEND and pupils eligible for Pupil Premium through targeted teaching and intervention.
- To further embed equality, diversity and inclusion across the curriculum and wider school life, ensuring pupils develop respect for all protected characteristics.
- Through targeted professional development develop staff understanding of relevant Mental Health issues and train staff in using strategies to support pupils with mental health concerns.