Edinburgh Primary School

Equality Policy

Approved by Governing Body: July 26
Date of next review: July 28

Introduction

Edinburgh is an inclusive school; focusing on the well-being and progress of every childand where all members of our community are of equal worth.

We believe that the Equality Act 2010 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.

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.

Our approach to equality is based on the following 7 key principles

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their sex and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. **We recognize, respect and value difference and believe that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, sex, religion, belief or faith (or lack of belief) and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential

7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school and improves life chances for all.

Aims of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimization on the grounds of specific characteristics [referred to as protected characteristics). **This means that schools cannot discriminate against stakeholders or treat them less favourably because of their age, sex, gender identity, race, disability, religion or belief or lack of belief, gender reassignment, sexual orientation or pregnancy or maternity, marriage or civil partnership.**

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or "general duty" requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

Two "specific duties"

This requires all public organisations, including schools to

Publish information to show compliance with the Equality Duty

- ☐ Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promote equality.

Development of policy

When developing this policy, we took account of the DfE guidance on the Equality Act 2021.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

- We are aware of the Reasonable Adjustment duty for disabled pupils - designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or lack of belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The Edinburgh Behaviour Policies take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability and for those with a special educational need relating to SEMH. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

Addressing Prejudice and Prejudice Based Bullying

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 relating to disability and special educational needs, Prejudices relating to race, religion or belief or lack of belief
Prejudices relating to sex, gender **identity** and sexual orientation, including transgender

We treat all bullying incidents equally seriously.

We keep a record of prejudice-related incidents at our school and how we dealt with them. We review this data termly and act to reduce incidents

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- Working in partnership with parents and carers, we identify children who have a disability.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We act to close any gaps, by providing intervention and support for those making slow progress in acquiring age-appropriate literacy and number skills.
- We collect and analyse data relating to:
  the school population by sex and ethnicity;
  the% of pupils identified as having a special educational need and/or disability; classes and year groups - in terms of ethnicity, sex, free school meals/pupil premium eligibility and proficiency in

English;

We analyse standards reached by different groups at the end of each year.

- We are aware that the legislation relates mainly to current pupils but are aware of our duty which requires preparedness for those who may join the school in the future - for example, if a visually Impaired, hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We use a range of teaching strategies to ensure we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving through intervention and partnership with parents/ carers.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, sex, gender **identity**, disability and sexuality or language that seeks to define their potential as learners, such as 'bright' or 'less able'.
- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impact by reducing and removing inequalities and barriers that may already exist between, for example: - disabled and non-disabled people people of different ethnic, cultural and religious backgrounds - girls and boys.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We implement an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, for example by providing targeted support. The actions are designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach our pupils about fundamental British Values and develop their sense of rights and responsibilities as positive citizens.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum and in assemblies.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, sex, gender **identity**, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Celebration of religious festivals, International Week.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers. We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing *body:* The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Objectives and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and *Leadership team*

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- **promote an inclusive and collaborative ethos in their classroom**
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, sex, gender **identity** and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff.

- 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.
- The school adopts the local authority's policy and procedures including those relating to equal opportunities.

- Members of the senior leadership team hold current Safer Recruitment certificates.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and adjust as appropriate. Our review involves as pupils, staff, governors and parents and carers.

Disseminating the policy

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

- on the school website
- as part of induction for new staff

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.