

Priestley Primary School

Equalities Policy and Objectives

Spring 2022



1. Rationale

Priestley Primary School is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This school recognises that people have different needs, and we understand that treating people equally does not always involve treating everyone the same. Priestley Primary School creates inclusive processes and practices where the varying needs of individuals can be identified and met.

2. Legal Framework

2.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to:

- Ethnicity, religion, and belief
- Disability
- Sex (gender)
- Sexual orientation
- Gender identity
- Pregnancy/maternity
- Age
- Marriage/civil partnership

2.2 We recognise and act on all opportunities to promote community cohesion.

2.3 We recognise that these duties and intentions 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.

3. Guiding Principles

In fulfilling the legal obligations and our intentions cited above, we are guided by seven principles:

- All members of Priestley Primary School are equally valued.
- We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff retention, and development and comply with the Equalities Act 2010 with regard to staff recruitment.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult and involve widely.
- Society, both locally and nationally, should benefit by fostering greater social cohesion, and greater participation in public life.

4. Objectives

4.1 We formulate and publish at least every four years, specific and measurable objectives. These are based on evidence we have collected and published annually, and the engagement in which we have been involved.

4.2 Our objectives take into account national and local priorities and issues, where appropriate.

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

5. The Curriculum

The school's policy on the curriculum reflects its objective of providing equality of opportunity for all pupils. The school's curriculum is both broad and balanced and ensures a whole range of learning experiences that allow for the opportunity for all pupils to achieve their full potential. Full account should be taken of the impact of organisation of pupils into class and teaching groups, ensuring equality of access and opportunity.

6. Teaching Approach

- 6.1 Teachers should endeavour to see that all pupils have an equal opportunity to contribute to lessons, e.g. in responding to oral questions, leading group work, roles within role play situations.
- 6.2 Teachers should ensure that all resources are equally available to all pupils.
- 6.3 Teachers should be aware of possible bias within the resources they use and where appropriate a balance should be sought.
- 6.4 Every pupil should be treated as an individual and rewards and sanctions should be used as appropriate to the individual.

7. Influencing Pupils' Perceptions

- 7.1 Teachers need to be aware that stereotyping will have already taken place in pupils' lives.
- 7.2 Teachers should encourage pupils to consider and, where appropriate, challenge irrational stereo-typical views and thereby broaden their own opportunities.
- 7.3 All pupils should be encouraged to take responsibility where possible.
- 7.4 All pupils should be encouraged to make well informed judgements.

8. Learning Environment

- 8.1 A classroom at Priestley should be a bright vibrant space that both celebrates the children's work and allows all pupils an inviting, comfortable environment in which to learn. In order to achieve this comfortable learning environment for all pupils, any additional requirements relating to any access, physical, sight or hearing need will be discussed at the beginning of each academic year and then reviewed throughout the year.

9. Ethos and Organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment, and achievement.
- Pupils' personal development, welfare, and well-being.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention, and development.
- Care, guidance, and support.
- Behaviour, discipline, and exclusions.
- Working in partnership with parents, carers, and guardians.
- Working with the wider community.

10. Addressing prejudice and Prejudice-Related Bullying

- 10.1 The school is opposed to all forms of prejudice.
- 10.2 There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with.

11. Roles and Responsibilities

- 11.1** The school's Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented.
- 11.2** The Curriculum and Standards Committee has a watching brief regarding the implementation and impact of this policy.
- 11.3** 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.
- 11.4** All staff are expected to:
- Comply with Priestley Primary School's Equalities Policy and work together to achieve Priestley's equality objectives.
 - Promote an inclusive and collaborative ethos in their classroom.
 - Deal with any prejudice-related incidents that may occur.
 - Plan and deliver a curriculum and lessons that reflect the principles in paragraph 4.
 - Support pupils in their class for whom English is an additional language.
 - Keep up to date with equalities and legislation relevant to their work.
- 11.5** Pupils are encouraged to report any concerns in relation to equal opportunities through their class teacher or any other school adult they may find it more comfortable to talk to. Parental concerns should also be addressed to the class teacher in the first instance.

12. Information and resources

- 12.1** We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
- 12.2** All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity, and community cohesion in appropriate detail.

13. Religious Observance

We respect the religious beliefs and practice of all staff, pupils, and parents, and comply with reasonable requests relating to religious observance and practice.

14. Staff Development and Training

We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

15. Equality Information

This policy links to the following documents:

- Access Plan
- Admissions procedures
- Behaviour Policy
- Bullying Policy
- Child Protection
- Relationships and Sex Education Policy
- SEND Policy
- SEND Information Report

16. Equality Objectives

Priestley Primary School is committed to ensuring quality of provision for the whole school community. To do this, our equality objectives are as follows:

- 16.1** To ensure the curriculum prepares pupils for life in modern Britain, reflects the diversity of the community and is fully inclusive. This will be measured by on-going review by the school's SLT.
- 16.2** To promote an ethos and culture in the school in which everyone is welcomed and respected as individuals whether or not they have special educational needs or disabilities, 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 and whatever their sexual identity. This will be measured as part of the school's stakeholder feedback process.
- 16.3** To strive to close the gaps in attainment and progress between students and all groups of students; especially boys and girls, disadvantaged students, BAME students, students with Special Educational Needs and Disabilities, Looked After Children. Review of school data, both internal and external, will allow SLT and curriculum subject leaders to measure the effectiveness of our provision and of any intervention that is put in place.
- 16.4** To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students. This will be measured by tracking participation by different groups of students.
- 16.5** To ensure that all staff are aware of and follow the school's Equality Policy and that staff recruitment complies with the Equality Act 2010. This will be measured through effective staff induction and CPD and by timely review of the policy.
- 16.6** To routinely review accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

To Be Reviewed Spring 2025