



Equality Information & Objectives

March 2023

Review: March 2025

Signed:

(Copy in school)

J. Lawrence, Chair of Governors

Equality Information & Objectives

Introduction

At Little Melton we ensure that everyone is treated fairly and without prejudice.

Little Melton Primary 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.

The Equality Act was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

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” This 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

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years which are specific and measurable (see appendix).

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 promoting equality.

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.

School Values

The School’s actions will embody its key principles and values, namely that it:

- believes all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group;
- celebrates the diversity of our world;
- respects the religious, spiritual, cultural, and moral values of others and considers thoughtfully the attitudes, values and beliefs of the School community;

- provides an atmosphere of harmony, respect and safety within an educational environment;
- knows that equality is not simply about protecting potentially vulnerable individuals. The School believes that any child may be disadvantaged by prejudice, and so seeks to promote good relationships between all groups and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation;
- values staff for their ability and potential to help the School make the best possible provision for all pupils, regardless of disability, ethnicity, culture, religious belief.

School Actions

1. The School acknowledges and **welcomes diversity** amongst pupils, staff, parents or carers and visitors.
2. The School **does not discriminate** against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnic, national origins, disability, physical or mental abilities, sexual orientation, gender reassignment, pregnancy or maternity.
3. The School **promotes the principles of fairness and justice** for all through the education that is provided in our School.
4. The School ensures that all students have **equal access** to the full range of educational opportunities provided by the School.
5. The School is **opposed to all forms of racism and xenophobia**, including those forms that are directed towards religious groups and communities.
6. The School **respects the religious beliefs and practices** of all staff, pupils, parents and carers and complies with all reasonable requests relating to religious observance and practice.
7. The School ensures that all recruitment, employment, promotion and training systems are **fair to all**, and provides opportunities for everyone to fulfil their potential.
8. The School **will make reasonable adjustments**, when required to, in order to:
 - increase access to the curriculum;
 - improve access to the School building; and
 - improve the delivery of informatio

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 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 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 today life of the school.

We actively promote equality and diversity through 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, sexual orientation, gender reassignment, pregnancy or maternity.

Dealing with protected characteristic incidents

All incidents involving a protected characteristic are recorded on the school's incident sheet, reported and logged. Reports are made to the Governing body and the Local Authority, as well as discussed at the school leadership team level.

The School must ensure that pupils do not receive less favourable treatment because of a protected characteristic and to do this, the School has a duty to make reasonable adjustments.

Gender equality

The general duty to promote gender equality means that the School must show due regard to:

1. eliminating unlawful discrimination and harassment; and
2. promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The School respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its School community.

Community cohesion

The School also has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic

Behaviour, Exclusions and Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

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.

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. This data is then reviewed and we take action to reduce incidents.

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

- We know the needs of our school population well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission procedures
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slower progress in acquiring appropriate literacy and numeracy skills.
- We collect, analyse and publish data:
 - On the school population by gender and ethnicity
 - On the % of pupils identified as having a special educational need and/or disability and by their principle need or disability
 - By year group – in terms of ethnicity, gender and proficiency in English;
 - On inequalities of outcome and participation, related to ethnicity , gender and disability and proficiency in English

- We analyse standards reached by different groups (where represented) at the end of each key stage:
- We also collect, analyse and use data in relation to attendance and exclusions of different groups. We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able". We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, 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.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be 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 about difference and diversity and the impact of stereotyping, prejudice and discrimination through RHE across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, 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 and whole school events

Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives are:

- To raise awareness of diversity issues amongst all members of the school community
- To ensure that adjustments to the premises include an understanding of the needs of all of the school community
- To ensure that all pupils to make at least nationally expected progress across KS 1-2 in English and mathematics
- To achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN/D EHCP and their peers (where sufficient data allows comparisons to be meaningfully made)

We produce an Equality Action Plan that shows how we will achieve our objectives- see Appendix 1.

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. A member of the governing body has a watching brief regarding the implementation of this policy.

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 Policy 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

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. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. She will have expert and informed knowledge of the Equality Act.

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, gender 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

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

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.

Key contacts

Staff responsible for equalities: Mr A Pritchard

Lead governor: Mr J Lawrence

Staff Training

- 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.
- 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, receive 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 make adjustments as appropriate. Our review involves 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 paper copies in the school office
- in the staff handbook- or as part of induction for new staff
- as a summary in the school brochure

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

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

Appendix 1:

Little Melton Primary School Equality Action Plan 2023-25 (see also Accessibility Plan 2023)

(Place a tick to identify which statutory duty/equality legislation the planned action is meeting) R = Ethnicity, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief GR=gender reassignment P/M pregnancy/marriage/partnership							Proposed Action	Success Criteria	Timescale for Implementation	To be actioned by	Resource Implications	Monitored by
R	D	G	SO	A	R / B	G R						
✓	✓	✓	✓		✓	✓	To report all protected characteristic incidents	Incidents are low and have been resolved	Interim report to FGB and Annually	Head	n/a	Governors

✓	✓	✓	✓	✓	✓	✓	To make all staff aware of Single Equality Scheme and raise awareness of their responsibilities/duties	Equality Scheme features as regular agenda item at staff and team meetings	By Dec'23- (see staff meeting strategic planning tool)	Head	Staff time-planned	Governors
✓	✓	✓	✓	✓	✓	✓	To encourage pupils to participate in school discussion relating to all equality criteria	Evidence from RHE pupil voice surveys shows engagement	Ongoing	Staff	Google Forms set up and analyse	Head
✓	✓	✓	✓		✓	✓	To endeavour to ensure that all pupils make at least nationally expected progress across KS 1-2 in English and mathematics- including reduction of attainment gaps between groups including SEN/D or with an EHCP	Attainment and achievement data.	Review with test results/ and internal school data analysis.	HT	HT time	Standards SC