



Dringhouses Primary School

EQUALITY STATEMENT & OBJECTIVES

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: **Spring 24**

Date of Review: **Spring 27** (objectives reviewed annually)

Reviewing Committee: **FGB**

Statutory/Non-Statutory

EQUALITY INFORMATION & OBJECTIVES POLICY

Introduction

Prejudice is not tolerated at Dringhouses Primary School and we are continuously working towards a more accepting and respectful environment for our school community.

Dringhouses Primary School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. We aim to embed the obligations and spirit of the Public Sector Equality Duty (PSED) into every aspect of our day-to-day practice.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

Dringhouses Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Gender (including transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

Guiding Principles

At Dringhouses Primary School:

- Children are prepared for their future in Modern Britain through a carefully planned PSHE curriculum
- Our school rules and expectations are that everyone is ready, respectful and safe
- Children are educated about equality and diversity as well as the protected characteristics
- We pledge to meet the needs of all our individuals by engaging in staff CPD, working closely with families and seeking the support of outside agencies
- Everyone is encouraged to be an active part of and contribute to our school community as well as the wider community
- Everyone is encouraged to make healthy life choices to support good physical and mental health

Objectives

In order to meet our general duties, the law requires us to publish equality objectives; to do this we collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data is assessed across our core provisions as a school. This includes the following functions:

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

Eliminating discrimination

Dringhouses Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We have adopted an inclusive attitude and an inclusive curriculum that is accessible to all: encouraging compassion and open-mindedness. Discrimination is deterred by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength which should be respected and celebrated by all of those learning, working and visiting in Dringhouses Primary School. Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school community.

We are committed to having a balanced and broad curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts are delivered in ways that prevent discrimination, and instead promote inclusive attitudes. We also respect the right of parents to withdraw their children from RE lessons which pose conflicts to their own beliefs.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs within the classroom, school and community. All staff should view dealing with incidents as vital to the well-being of the school and should be reported and logged in line with the Safeguarding Policy.

Types of discriminatory incidents include:

- 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
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of a 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 cooperate with other people on the grounds of race, gender, disability or sexual orientation

Equality Objectives for the Period 2024-2027

Equality Strand	Actions and objectives	Monitoring of impact	Persons responsible	Timescale	Success indicators
All	Publish and promote the Equality Policy through the school website, newsletter and staff meetings.	Question about parent awareness in parent voice annual survey	Headteacher SBM	Once reviewed Annual survey	Staff are familiar with the principles of the policy and use them when planning curriculum opportunities. Parents are aware of the Equality Policy.
All	Monitor and analyse pupil achievement by protected characteristics and act on any trends or patterns in data that require additional support for pupils.	Achievement data analysed by protected characteristics	Headteacher SLT Governing Body	Annually in July in order to inform focus for next academic year	Analysis of teacher assessments/annual data demonstrates value added.
All	Ensure that the curriculum promotes aspirational role models that young people positively identify with.	Increase in pupil's dialogue, participation, confidence and achievement levels.	PSHE and Inclusion Leads. Phase Leaders through curriculum planning.	Ongoing	Pupil voice, learning walks, curriculum map.
All	Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics.	Increase in pupil positive identity/ dialogue, participation and confidence.	PSHE and Inclusion Leads.	Ongoing	Displays throughout the school promote and celebrate diversity (evidenced through pupil voice and learning walks).
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All pupils to celebrate the belief that we are all different but we all deserve to be treated with respect and tolerance.	School Council Leader Headteacher Phase Leaders Teaching Teams	Ongoing	Differences are celebrated throughout the school (evidenced through pupil voice and learning walks).
All	Ensure all pupils are taught and appreciate British Values	Pupil's discussions and knowledge of the British Values.	Headteacher Phase Leaders PSHE and Inclusion Leads	Ongoing	Pupils show a good knowledge and appreciation of the British Values. These are actively promoted within school through assembly and

					classroom activities (evidenced through pupil voice and learning walks).
All	All Educational visits to be accessible for all children	Ensure each new venue is appropriate and accessible	Class teachers/ phase leaders when booking trips	As required	All pupils in school are able to access all educational visits.
All	Review PE curriculum to ensure PE is accessible to all	Gather information of accessible PE and disability sports. Seek disabled sports people to come into school.	PE Lead	Summer 25	All children to access high quality PE.
All	Ensure that the Reading Spine is diverse and reflects the world we live in	Children's awareness of diversity/ wider issues are broadened through the use of high quality texts	English Leads	Reading Spine implemented September 24 Reviewed annually	Pupils show a good knowledge and awareness of diversity/ wider issues which have been broadened through the use of high quality texts(evidenced through pupil voice).
Disability	Ensure the curriculum is accessible for all by continuing to provide ordinarily available provision and enabling all staff to undertake training.	All staff receive CPD and are trained to facilitate support.	SENCo	Ongoing	All staff are confident in implementing ordinarily available provision (SEN focused learning walks and staff voice.
Disability	Ensure all staff are aware of SEN needs and how this can affect how they access the curriculum	Pupil passports and EHCPs in place for children when required. Information sharing with appropriate agencies.	SENCo	As required	All staff are aware of SEN needs and how this can affect how they access the curriculum (evidenced through SEN and T&L reviews)
Race Equality duty	Identify, respond and report racist incidents as outlined in the Safeguarding Policy. All staff to have up to date Prevent training.	Headteacher and governing body will use the data to assess the impact of the school's response to incidents	Headteacher Governing body Staff team SBM	Reported to S&E governors 3 times a year.	All staff are aware of and act on their duty of safeguarding and reporting. Reporting is monitored and challenged by the governing body.

Community Cohesion	Extend existing partnerships with Faith groups	Increase in pupil's dialogue, participation, confidence and life experiences	RE Lead Phase Teams	Ongoing	Increased awareness, understanding and experiences of different Faiths and beliefs
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Roles and Responsibilities

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. They will ensure that the objectives are reviewed and updated at least every 4 years. They will ensure that people from protected groups are not discriminated against when applying for jobs at our school.

The headteacher will implement the school's Equality policy and objectives supported by the governing body and staff team. The headteacher is responsible 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.

All staff are expected to:

- Treat other members of the school staff and pupils fairly, equally, positively, respectfully and without discrimination
- Promote diversity equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents on CPOMS, drawing them to the attention of the DSL/Deputy DSL.

Teachers are expected to:

- Promote an inclusive and collaborative ethos in their classroom, including spending time teaching the UNICEF Rights of the Child through PSHE and global education
- Deal with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the principles detailed above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation

▪ **Addressing prejudice and prejudice-related incidents**

Dringhouses Primary School does not tolerate any form of prejudice, whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, we ensure that appropriate action is taken and a resolution is put into place which is fair and firm.

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 headteacher and governing body.