



**THE LATIMER PRIMARY SCHOOL**  
*Developing Responsibility; Caring about Achievement*

## Equality Policy

Date approved by Governing Body of Latimer Primary School: January 2015
Proposed review date and recommended frequency of review: January 2019 – To be reviewed every 4 years
Signed by Chair:
Other related policies:

## Monitor and Review

This policy will be reviewed every four years in relation to any changes to our school profile. Our objectives relating to equality and diversity will be included in our school development plan and therefore reviewed regularly as part of this process.

## Overall aims of our Equality Policy

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

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

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

## Legal Duties

The Equality Policy for Latimer Primary School brings together all previous policies, schemes and action plans around equality including those for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We understand the principal 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 (for employees only),
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish our equality policy – to demonstrate compliance with the general duty across its functions. **We will not publish any information that can specifically identify any child**
- Prepare and publish equality objectives

We will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely

### **Our approach**

Latimer Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

At Latimer Primary School our '4 Ls of Learning' and four 'Simple Truths' guide all day to day work and decision making and incorporate the aims of the Equality Act 2010. These are known and understood by pupils, staff and governors and are explained regularly to parents, carers and members of the local community. These two sets of values have been used to create a single long term aim, our vision for Latimer.

#### *Developing Responsibility; Caring about achievement*

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

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<sup>1</sup> <http://www.unicef.org/crc/>

Issues relating to adults within the school community can be embraced under these themes and reflected our equality objectives.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

**We will do this by developing:**

- Aspirations, ambition and achievement
- Care and nurture, celebration, collaboration, cooperation, commitment, confidence
- Determination
- Enthusiasm for learning
- Empathy
- Excellence
- Fairness and equality of opportunity
- Good manners
- Honesty and integrity
- Imagination and creativity
- Moral courage
- Open mindedness , mutual respect and trust
- Participation
- Reflection
- Self-discipline
- Success

**Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all<sup>2</sup>. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
  - Preparation for entry to the school
  - School policies
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- Breaks and lunchtimes
- The provision of school meals
- Interaction with peers
- Opportunities for assessment and accreditation
- Behaviour management approach and sanctions
- Exclusion procedures
- School clubs, activities and school trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next phase of education
- Learning and teaching and the planned curriculum
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to enrich the curriculum, for example, a visitor to the school, school sports
- Employees' and staff welfare

### Addressing Prejudice Related Incidents

Latimer Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority and the Governing body. The Local Authority may provide some support.

### The roles and responsibilities within our school community

Governing Body	<ul style="list-style-type: none"> <li>• Designate a governor with specific responsibility for the Equality Policy</li> <li>• Ensure that the objectives arising from the policy are part of the School Development Plan (SDP)</li> <li>• Support the Co-Heads in implementing any actions necessary</li> <li>• Engage with parents and partner agencies about the policy</li> <li>• Evaluate and review the policy annually and the objectives every 4 years.</li> </ul>
Co Head Teachers	<ul style="list-style-type: none"> <li>• Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy</li> <li>• Oversee the effective implementation of the policy</li> <li>• Ensure staff have access to training which helps to implement the policy</li> <li>• Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available</li> <li>• Monitor the objectives of the through the school development plan at least annually</li> <li>• Prepare and publish equality objectives</li> <li>• Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it</li> </ul>
Senior Leadership Team	<ul style="list-style-type: none"> <li>• Have responsibility for supporting other staff in implementing this Policy</li> <li>• Provide a lead in the dissemination of information relating to the Policy</li> <li>• With the Co-Heads, provide advice/support in dealing with any incidents/issues</li> <li>• Assist in implementing reviews of this policy as detailed in the SDP.</li> </ul>

Teaching Staff	<ul style="list-style-type: none"> <li>• Help in delivering the right outcomes for pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>• Design and deliver an inclusive curriculum</li> <li>• Ensure that they are aware of the responsibility to record and report prejudice related incidents.</li> </ul>
Non-Teaching Staff	<ul style="list-style-type: none"> <li>• Support the school and the governing body in delivering a fair and equitable service to all stakeholders</li> <li>• Uphold the commitment made by the Co-Heads on how pupils and parents/carers can be expected to be treated</li> <li>• Support colleagues within the school community</li> <li>• Ensure that they are aware of the responsibility to record and report prejudice related incident</li> </ul>
Parents:	<ul style="list-style-type: none"> <li>• Be given accessible opportunities to become involved in the development of the Policy</li> <li>• Have access to the Policy through a range of different media appropriate to their requirements</li> <li>• Be encouraged to actively support the Policy</li> <li>• Be encouraged to attend any relevant meetings and activities related to the Policy</li> <li>• Be informed of any incident related to this Policy which could directly affect their child.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Support the school to achieve the commitment made to tackling inequality.</li> <li>• Uphold the commitment made by the school on how pupils and parents/carers, staff and the wider school community can be expected to be treated</li> <li>• Inform staff of any incident prejudice</li> </ul>
Local Community Members	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>

**Appendix A: EQUALITY OBJECTIVES: 2014-2017**

<b>Link to Public Sector Equality Duty</b>	<b>Protected characteristics</b>	<b>Aim:</b>	<b>Objective:</b>	<b>Target group(s): e.g. whole school, girls, boys, SEN, staff etc</b>	<b>Action:</b>	<b>Who's responsible?</b>	<b>Dates from and to:</b>	<b>Milestone/progress:</b>
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To progress towards Unicef Rights Respecting Schools Award <sup>3</sup>	Governors Beth Boyle Co-Heads	Sept 14- Jul 17	Achievement of UNICEF award.  See SDP action point 6.
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/ Race/Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils feel safer and understand how to report incidents.  Increased staff confidence	All pupils	To review and update existing policies and practice relating to bullying  Whole school assemblies focused on the Simple Truths.	SLT  Anti-bullying lead	Sept 14- Jul 15	Staff Attended Anti-bullying training

<sup>3</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

					<p>Whole school Anti-Bullying Week.</p> <p>Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia</p> <p>Encouragement of hate/prejudice incident recording to Pupils.</p>			
Advance equality of opportunity	Other	To close the attainment gap between FSM and non-FSM meals.	Improved attainment	Children eligible for free school meals	See Pupil Premium Action Plan	Co-Heads MS	Sept 14-Jul 15	<p>See Pupil Premium Action Plan</p> <p>See SDP action point 1</p>
Advance equality of opportunity	Other	Ensure that all SEN make at least good progress.	Improved attainment	SEN pupils	See SEN Action Plan	Co-Heads JR	Sept 14-Jul 15	<p>See SEN Action Plan</p> <p>See SDP action point 1</p>

## **Appendix B**

### **The context of our School**

Latimer Primary School is an average sized school that serves a residential area on the outskirts of Leicester. Pupil numbers are increasing. In September 2014 the school had 290 pupils, an increase of 16% since 2013. This increase is set to continue over the next 5 years.

### **Basic Characteristics of our school (January 2013)**

- There are more boys than girls at our school. 43.1% girls and 56.9% boys.
- The percentage of pupils known to be eligible for free school meals is slightly below the national average at 25.2%.
- The proportion of pupils from minority ethnic groups is below the national average at 11.7%.
- The number of pupils whose first language is not English is significantly below national average at 2%
- 14.2% of pupils are being supported by the school for a special educational need. This figure is above national average.