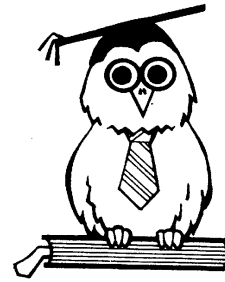


West End Primary School

Policy for Equality



Policy reviewed: June 2023 (TLPS governors)
Person responsible: Rebecca Yeadon (Headteacher)

Date of next review: June 2026

How this Policy was developed

This policy was developed with the school teaching staff and governors. Reference has been made to Leeds document 'Model single equality scheme and action plan for Leeds Schools and learning settings' as well as the government document 'Public sector equality duty guidance for schools in England 2010 (May 2014)'.

School Context

West End Primary School has approximately 270 pupils on roll and admits pupils mainly from its immediate locality. A below average proportion of pupils are eligible for pupil premium funding. There are low numbers of pupil from minority ethnic backgrounds. Very few speak English as an additional language. A below average number have special educational needs or a disability.

Aims and Values

At West End Primary School we have developed our vision, aims and ethos with input through consultation with pupils, staff, parents, Governors and our wider community. At West End we aim for all staff and pupils to achieve their West End Best by providing a curriculum which:

- Challenges and supports children and staff to drive constant progress
- Promotes happiness and well-being in a welcoming and inclusive community
- Values everyone's achievements together, giving everyone the opportunity to shine
- Develops a safe and nurturing environment, fostering respect and pride
- Inspires engaged and resilient, proactive learners through our broad and evolving curriculum
- Prepares independent and responsible, world-ready individuals

At West End School we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or

disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently. The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality. (*Focusing specifically on: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.*)

We help our children to:

- Break down barriers to difference.
- Develop an understanding of the importance of equality.
- Be enthusiastic and fascinated about the subject of equality.

All staff will:

- Ensure action plans respect the seven principles of equality.
- Promote an inclusive collaborative ethos in their classroom.
- Challenge and deal with any prejudice-related incidents.
- Challenge bias and stereotyping.
- Deliver a curriculum which encourages children to think and act as global citizens.
- Remove or minimise disadvantages
- Take steps to meet different needs of each individual.
- Encourage participation from all children and groups of children across all activities in school.

The senior leadership team will:

- Ensure there are opportunities to recognise inequality.
- Provide an environment which supports learning about equality and understanding of others.
- Abide by the guideline set out in the human rights commission, Disability Act (1995), Race Equality Act (1976), Gender equality Act (1975), Community Cohesion (2007) Equality Act (2010) and School Specific duties (2012).
- Publish information for the wider school community to demonstrate the school's equality duty and measurable impact (eg attainment analysis or specific learning points).
- Promote the Global Learning principles throughout the school through curriculum learning and the ethos of the school.
- Set high expectations.
- Provide training and support for staff as needed.
- Ensure the School Improvement Plan reflects equality and the single equality scheme.
- Ensure that the school fulfil their legal obligations outlined in the Education.
- Promote whole school initiatives and objectives which are delivered to support the principles of equality such as global citizenship, Investors in Pupils and Stephen Lawrence.
- Follow the Leeds policy (see appendix) and the seven principles.
- Analyse performance data, bullying and attendance statistics and wider school data to assess for equality.
- Ensure that the school and staff have 'due regard' when making decisions which:
1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The Governors will:

- Be well informed of progress and developments.
- Support the staff in school in implementing the policy for Equality.
- Monitor and review progress (alongside the Head teacher).
- Ensure the school complies with current legislations.
- Have a dedicated member to monitor this.

Parents will:

- Be encouraged to work in partnership with the school to support the principles of the policy.

Inclusion

At West End Primary we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. The variety of ways that the provision for specific Inclusive groups can be met can be seen in the Inclusion Policy. As a school we are fully inclusive.

See also Race Equality policy.

Appendix

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio- economic circumstances
- whichever their gender and sexual orientation
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds

- both women and men, and girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- age

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- people of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age
- socio-economic circumstances