

Britannia Primary School and Nursery



EQUALITY POLICY

‘Developing responsible citizens, confident individuals, and independent learners’

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<i>Adopted by Governors on</i>	Spring Term 2025
<i>Committee:</i>	LAB
<i>Signed by Chair</i>	J Rogers
<i>Policy Number:</i>	AB15
<i>Review Date:</i>	Spring Term 2026

Equal Opportunities Whole School Policy

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

1. Vision and duties

1.1 Our Vision

Britannia 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. The aim of the school is to promote a quality primary education, which will produce high academic standards, regardless of gender, special educational needs and race, or any minority group. It is intended that this policy will inform how the school will ensure that opportunities are provided equally to boys and girls, and to the wider school community, of all races, ethnic origins and abilities. All prejudice is challenged; no incidences of discrimination, racial or otherwise, will be tolerated.

Britannia is committed to equality both as an employer and a service provider:

- Our school's motto is "Developing Responsible Citizens, Confident Individuals and Independent Learners".
- We teach our pupils to become 'Responsible Citizens' by nurturing them to have respect for themselves, others and the environment.
- We try to ensure that everyone is treated fairly and with respect and this is true both for the pupils who are part of our school community as well as the adults who are also part of our school community.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

1.2 Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010.

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

The Public Sector Equality Duty requires that equality considerations are integrated into all the functions and policies of the school, and all staff and governors need to understand the requirements and implications and share responsibility for the implementation.

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2. Overall aims of the Equality Policy:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life.
- The Equality Policy takes account of the content of the UN Convention on the Rights of the Child, which includes recognition of a range of educational, well-being, and material outcomes, the UN Convention on the Rights of People with Disabilities and the Human Rights Act, 1998.

3. Key Principals (GCET Trust)

We seek to embed equality of access and opportunity for all members of our school community, within all aspects of school life. Our key principles are:

- **All learners are of equal value.** Whether or not they have a disability, whatever their ethnicity, culture, national origin or national status, whatever their gender -and whatever their religious or non-religious affiliation or faith background.
- **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, govern and visit our school.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

4. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimation 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 gender, race, disability, religion or belief.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

4.1 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

4.2 Two “specific duties”

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by 6th April 2012 (achieved)
- Publish Equality Objectives at least every 4 years which are specific and measurable by 6th

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April 2012 (achieved and on-going)

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.

5. Our School Commitment

The school is actively committed to:

- High expectations for all pupils.
- The monitoring and analysis of pupil performance data.
- Taking action where under achievement is identified.
- Recognising all forms of achievement.
- Expectations of high standards of behaviour from all pupils.
- A consistent system of rewards and sanctions, which are monitored.
- Pastoral support, where appropriate, for new entrants into the school.
- Teaching which ensures the classroom is an inclusive environment where the contributions from all pupils are valued.
- Teaching which is differentiated to take account of pupils' cultural and racial background, linguistic needs, gender differences, individual needs and different learning styles.
- Teaching which enables pupils to value differing cultural traditions and supports pupil learning which reflects cultural diversity.
- Challenging stereotypical behaviour in school and in the playground, plus checking all resources, e.g. books, videos.
- Ensuring that all areas of the curriculum reflect and promote positive attitudes to diversity.
- Encouraging all parents to be involved and participate in the life of the school.
- Providing where possible for a wide range of pupils to participate in extra-curricular activities.
- Ensuring that information and material for parents is accessible and in user-friendly language and in languages and formats other than English, if appropriate.
- Ensure all parents can access parental consultation meetings (offer alternative times as appropriate).

6. Positive Actions

Positive action will be fostered in line with current best practice.

- Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups, religions.
- Team-work is encouraged in all aspects of school life to show the advantages of considering and combining experience, knowledge and various viewpoints.
- Positive action, especially by pupils, will be rewarded.
- Assemblies will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process.
- Clear and consistent messages will be given regarding the school's values.
- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum to reflect this society,
- We provide a curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- The school values diversity amongst the staff. In all appointments, the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice.

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7. Publishing Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

While aiming to improve continuously the implementation of equality related policies and procedures and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the following two years.

Our Equality Objectives

We aim to ensure that every member of the school community is given equality to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this, we are committed:

1. To narrow the attainment gap and improve outcomes for all pupils regardless of special educational need, disability, race, ethnicity, socio economic group, religion, health or gender
2. To continue to raise the attainment and achievement of every pupil so that they exceed national standards (see Equality Workbook for data).
3. To ensure that equality of opportunity permeates the whole curriculum and ethos of the school.
4. Continued equal access and treatment for all.
5. To continue to ensure all teaching materials in school represent a diverse range of cultures and ethnicities.
6. To ensure that our curriculum is fully inclusive and gives all pupils access to learning through appropriate teaching materials and resources.
7. Pupil Progress meetings with year group teams and senior leaders to discuss data and look at ways to improve performance by being responsive to the changing needs of the pupils.
8. Promoting a positive self-image and mutual respect, regardless of differences.
9. To develop our cultural capital knowledge through our foundation subjects and science curriculum, Forest Schools, Global Learning and RSHE lessons.
10. To continue working with the GCET Equality Working Group to develop ideas and work together to meet our goals.
11. Developing a positive attitude to equality by all staff, children, parents, governors and all who participate in the life of the school.

12. Monitoring and Reviewing Objectives

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 informs our discussions about future Equality Objectives.

13. 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.

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9.1 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.

Every Governing Body committee will keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, suspensions, exclusions, personnel issues and the school environment.

Governors will 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).

9.2 Principal and Leadership team

The Principal 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.

Senior members of staff have day-to-day responsibility for coordinating the implementation of the policy and for monitoring outcomes.

9.3 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 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

9.4 Pupils

All pupils will:

- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

9.5 Parents/Carers

All parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

9.6 Visitors

All visitors to the school are expected to support our commitment to equalities and comply with the duties set out in this policy

14. 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.