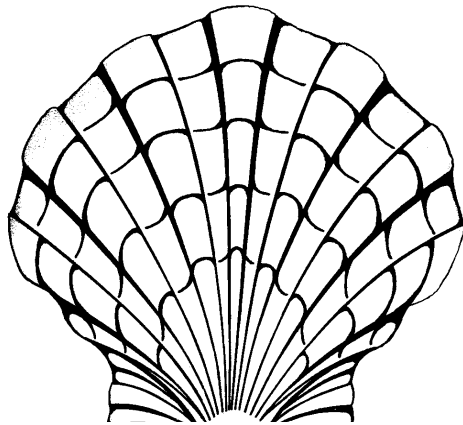


NAZEING PRIMARY SCHOOL



EQUALITIES POLICY
&
EQUALITY INFORMATION AND
OBJECTIVES

Nazeing Primary School 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 are committed to ensuring equity of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, faith or socio-economic background.

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.

Our approach to equality is based on the following key principles.

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.
7. We value each pupil's worth; we celebrate the individuality and cultural diversity of the community centred on our school and show respect for all minority groups.

Public Sector Equality Duty

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are defined as: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **foster good relations** between people who share a protected characteristic and people who do not share it.

Equality Information

Number of pupils on role at the school: 275

Age of pupils: 4 – 11

Information on Pupils by Protected Characteristics

Our pupils come from diverse backgrounds as we serve all of our local community.
We collect

Information on Other Groups of Pupils

In addition to children with protected characteristics we gather further information on the following groups of pupils:

- pupils eligible for free school meals [**FSM**]
- pupils with special educational needs [**SEN**]
- disadvantaged groups
- pupils with English as an additional language [**EAL**]
- young carers
- looked after children
- other vulnerable groups

It may be possible to identify individuals from the information provided, when the number of pupils with a particular characteristic is low and the information is sensitive personal information. **We will not publish data where this is the case.**

Aims and Implementation

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration in everything we do in Nazeing Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Act.

.How we eliminate discrimination

1. Adoption of the single equality scheme.
2. Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying.
3. We promote the principle of fairness and justice for all through the education we provide at school. (We recognise that doing this may entail treating some pupils differently.)
4. We report, respond to and monitor all racist incidents. In the event of any racist comments or behaviour, members of the school staff will deal with it by explaining clearly why it is unacceptable. A racist incident report will be reported online through the Essex Grid for Learning.
5. We monitor the curriculum regularly to ensure that it meets the needs of our pupils, promotes respect for diversity and challenges negative stereotyping.
6. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

7. We ensure teaching is of the highest quality to enable children to reach their potential and all pupils are given equal entitlement to success. Staff are constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum is balanced, objective and sensitive.
8. We track pupil progress to ensure that all children are making rapid progress and intervene where necessary.
9. We ensure that all pupils have the opportunity to access extra curricular provision. In addition we are committed to ensuring easy accessibility to all relevant areas of the school buildings and grounds in order that all pupils and adults are treated inclusively.
10. We listen to and monitor views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
11. Language, religion, culture and customs make children what they are. We use what the children know and understand about themselves in our teaching. We are committed to the use of resources that support these aspects and enable learning and understanding. We believe it is important that all at our school are sensitive to how others feel and live.
12. Every member of the school community should feel that his or her language or dialect is valued. However, we also recognise that the language used in school for communication should be understandable and acceptable to the whole community.

Furthermore, in order to meet our duties under the Equality Act 2010, we ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.

Advancing Equality of Opportunity Between people who share a Protected Characteristic and those who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify under achieving groups or individuals to plan targeted intervention
- Ensuring participation of parents / carers and pupils in school development
- Listening to parents / carers
- Listening to pupils at all times

We believe close liaison with all families in school is beneficial to all concerned and we aim to understand different experiences, home situations, attitudes and backgrounds.

Fostering good relations between those who share Protected Characteristics and those that do not

We foster good relations by:

- ensuring that Nazeing Primary School is seen as a community school within our local community
- ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives.

Objective 1: To monitor and analyse pupil achievement by ethnicity, gender, disadvantage and SEND and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: The attainment in the core subjects for all our pupils will improve year on year to meet a target for all groups of 75% by the end of 2023/ 2024.

Objective 3: To monitor levels of parental and pupil engagement in learning and school life. This will occur across all activities with a view to ensure equity and fairness in access and engagement.

Objective 4: To promote understanding and respect for differences.

Roles and Responsibilities

The Role Governors:

The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to all pupils and responds to all their needs.

The Governing Body will seek to ensure that people are not discriminated against when applying for jobs at our school and applications from a diverse candidate pool are welcomed.

The Governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities and will strive to make school communications as inclusive as possible for parents, carers and pupils.

The Governors welcome all applications to join our school whatever a child's socio-economic background, race, belief, gender or disability.

The Governing Body will seek to ensure that no child is discriminated against for any reason whilst in our school.

The Role of the Head Teacher:

It is the Head's role to implement the school's equalities policy with support from the Governing Body.

The Head Teacher will ensure that all staff are aware of the Equalities Policy.

The Head Teacher will ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment. Similarly, the Head Teacher will have due regard to this policy when considering training.

The Head Teacher will promote the principle of equal opportunity when developing the curriculum with staff. The Head Teacher will also promote respect for other people and ensures there are equal opportunities in all aspects of school life.

The Head Teacher will consider with due seriousness all reported incidents of unfair treatment, bullying or discrimination, including racist incidents.

Role of all Staff - Teaching and Non Teaching:

All staff will ensure that all pupils are treated fairly, equally and with respect in accordance with the school's Equalities Policy.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Head Teacher.

Review

This policy will be reviewed by the Governing Body every two years [next review Autumn 2023].