



Equality Policy

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Ingol Community Primary School

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Published February 25

POLICY AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

SCHOOL CONTEXT

Ingol Community Primary School is slightly smaller than the LA average with 190 on roll compared to 203 for Lancs. This number has grown considerably over the past 6 years. The school is split over 7 classes, none of which are now mixed year groups.

The school serves a community which has higher than average levels of deprivation, with an overall multiple deprivation index rank of D. Health and Crime are still ranked at E and fuels our focus as a school. Our school has a high proportion Pupil Premium, currently at 62%, which is more than double the national average. Our school also has a higher than average SEN proportion at 18% compared to the national average of 14%. We have a considerably

higher than average of pupils with EHCP at 14 pupils. This is 9% of the school and more than double the 4% national average. We currently have 2 looked after children on roll and specific provision is in place for them.

Over three quarters of our intake are from White British backgrounds. 16 % of children in school have English as an additional language with 12 different languages being mother tongue within school.

LEGISLATION AND GUIDANCE

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

ROLES AND RESPONSIBILITIES

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

ADVANCING EQUALITY OF OPPORTUNITIES

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

FOSTERING GOOD RELATIONSHIPS

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential. All parents/carers are encouraged to participate in the full life of the school. Our governing body will ensure that the school complies with statutory requirements in respect of this policy and targeted actions agreed. The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy. Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues. All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour. We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Ingol Community Primary School was awarded the Inclusion Quality Mark in 2016/17 again for a second time in 2020/21

OUR OBJECTIVES

MONITORING

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.