

Danbury Park Community Primary School



Equalities Policy

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Be wise, be happy, belong



Danbury Park Community Primary School Equalities Policy

1. Principles

- 1.1. This policy outlines the commitment of the staff and Governors of Danbury Park Community Primary School to promote and advance equality and eliminate discrimination. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and opportunity, good relations are fostered and the diversity within the school community is celebrated and valued.
- 1.2. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.
- 1.3. At Danbury Park Community Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs or faith tradition, sexual orientation, age, socio-economic background or any other of the protected characteristics (Equality Act 2010, Public Sector Equality Duty 2011).

2. Consultation and Involvement

- 2.1. It is a requirement of the legislation that the development of this policy and the ensuing action plan have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following methods:
 - Feedback from parent questionnaires, meeting with parents both formal and informal and parent-teacher consultations;
 - Input from staff surveys or through staff meetings and training;
 - Feedback from the school council, PSHE lessons and pupil perception surveys;
 - Issues raised in annual reviews or reviews of progress for those pupils with individual education plans;
 - Feedback at meetings of the governing body and the DPSA.

3. School Data and Equalities Information

- 3.1. The Equality Act 2010 requires that schools must publish information showing its compliance with the law. Data and information in this regard will be published in the school's newsletters as well as in the school prospectus, which are available both in paper format and online via the school's website.
- 3.2. Data and information will be provided about the composition of the pupil population and about significant differences in attainment between groups. These will include:
 - Composition broken down by year group, ethnicity and gender, and proficiency in English;
 - Composition broken down by types of impairment and special educational needs;
 - Inequalities of outcome and participation connected with ethnicity, gender and disability and with proficiency in English;
 - Details of objectives set by the school for achievable and measurable improvements.



- 2.3 In publishing data and information the school complies with the Data Protection Act 1998. This means that where individual pupils or members of the school community could be identified, not all relevant data will be placed in the public domain.
- 2.4 Equality objectives will be set and published annually in the Autumn Term as part of the School Improvement Plan by the governing body. Objectives are specific, measurable and outcome-focused. Progress towards objectives will be discussed on a termly basis.

4. Promoting Equality: Curriculum

- 4.1. We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:
 - Curriculum planning reflects a commitment to equality and promotes pupils' spiritual, moral, social and cultural development;
 - The curriculum prepares pupils for life in a diverse society and promotes community cohesion, and uses opportunities to reflect the background and experience of pupils and families in the school;
 - There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
 - The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
 - The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

5. Promoting Equality: Achievement

- 5.1. There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:
 - Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
 - It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
 - A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
 - All pupils are actively encouraged to engage fully in their own learning.

6. Promoting Equality: The ethos and culture of the school

- 6.1. At Danbury Park Community Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school and therefore:
 - The children are encouraged to greet visitors to the school with friendliness and respect;



- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents and carers) with disabilities (this not only includes physical access, but takes into account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

7. Promoting Equality: Staff Recruitment and Professional Development

- 7.1. All posts are advertised formally and open to the widest pool of applicants.
- 7.2. All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- 7.3. Access to opportunities for professional development is monitored on equality grounds.
- 7.4. Equalities policy and practice is covered in all staff inductions.
- 7.5. All supply staff and contractors are made aware of the equalities policy and practice.
- 7.6. Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

8. Promoting Equality: Countering and Challenging Harassment and Bullying

- 8.1. The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents, carers and governors. The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the headteacher is responsible for recording and monitoring incidents.
- 8.2. The school reports to governors, parents and the Local Authority on an annual basis the number of prejudice related incidents recorded in the school.



9. Promoting Equality: Partnerships with Parents/Carers and the Wider Community

- 9.1. Danbury Park Community Primary School aims to work in partnership with parents and carers and with member of our local community. We take our responsibility to promote community cohesion seriously. We:
- Take action to ensure all parents and carers are encouraged and able to participate in the life of the school;
 - Maintain good channels of communication through both formal (e.g. newsletter, questionnaires, DPSA meetings) and informal (talking with parents at the beginning and end of the school day and at school events) means to ensure parents' views are captured to inform practice;
 - Encourage members of the local community to join in school activities and celebrations;
 - Ensure that the parents/carers of all newly arrived pupils are made to feel welcome.

10. Responsibility for the Policy

- 10.1. In our school, all members of the school community have a responsibility for promoting equalities.
- 10.2. **The Governing Body** has responsibility for ensuring that:
- The school complies with all equalities legislation relevant to the school community;
 - The school's equalities policy is maintained and updated regularly and that equality schemes, which are included in the School Improvement Plan, are easily identifiable;
 - The actions, procedures and strategies related to the policy are implemented;
 - The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.
- 10.3. **The Headteacher and Senior Leadership Team** have responsibility for:
- In partnership with the Governing body, providing leadership and vision in respect of equality;
 - Overseeing the implementation of the equality policy and schemes;
 - Co-ordinating the activities related to equality and evaluating impact;
 - Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
 - Ensuring that staff are aware of their responsibilities and are given relevant training and support;
 - Taking appropriate action in response to any prejudice-related incidents;
 - Providing updates on equalities legislation and the school's responsibilities in this regard;
 - Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils, those entitled to Free School Meals and Pupil Premium funding, in the following recommended areas:
 - Pupils' progress and attainment,
 - Learning and teaching,
 - Behaviour discipline and exclusions,
 - Attendance,
 - Admissions,
 - Incidents of prejudice related bullying and all forms of bullying,



- Parental involvement,
- Participation in extra-curricular and extended school activities,
- Staff recruitment and retention,
- Visits and visitors.
- Providing an annual written report to the governing body.

9.4 **All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination;
- Keeping up to date with equalities legislation.

11. Monitoring, Evaluating and Reviewing

- 11.1. The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school on an annual basis.
- 11.2. The main findings from both equality analysis surveys as well as impact assessments will be published for the school community via the newsletter which is also available on the school's website.