



## Rucstall Primary School

### Equality Policy

### Race Equality, Disability Equality, Gender Equality & Equal Opportunities Policy

#### School Vision

Rucstall Primary School will be a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a passion of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future and lifelong learners with the skills, understanding and resourcefulness to achieve personal success.

The following principles inform and guide our work:

- We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.
- All pupils and staff have the right to be accorded equal worth irrespective of gender, race or ethnic origin, religious creed, colour, sexual orientation or disability.
- All pupils and staff should have the opportunity to fulfil their potential so that no one is treated less favourably, whatever their background, identity or circumstances; and reasonable adjustments are made to accommodate individual need.
- The ethos of the school is one where prejudice and discrimination are challenged, stereotyped expectations are avoided and self-worth is promoted.
- The school works with the guidance provided by the Code of Practice on the duty to promote race equality (Commission for Racial Equality 2002) (see Race Equality Section below).
- The school works with the guidance provided by the Disability Discrimination Act Code of Practice (2002) and the definition of disability as – *‘physical or mental impairment that has a substantial and long-term adverse effect on one’s ability to carry out normal day-to-day activities’*. (see Disability Section below).

For staff and prospective staff, this policy should be read in conjunction with the school’s Employment Equality Policy.

#### National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff). We recognise that the menopause is not a specific protected characteristic of the Equality Act 2010 but if an employee is put at a disadvantage or treated less favourably because of menopause symptoms, this could be discrimination if related to a protected characteristic.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school welcomes the latest legal changes which require us to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. We acknowledge that as providers of education we have an essential role to play in ensuring that boys and girls have fair access to all areas of the curriculum.

#### Principles

To fulfil our legal obligations, we are guided by a number of principles.

##### 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their background

##### 2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement (currently being re-evaluated and will be available from April 2017).

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

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### Curriculum and Pupils

Equality of opportunity is promoted and reinforced by:

- The schools' values.
- The delivery of the school curriculum.
- Our planning takes into account the differing needs of pupils and their progression.
- Scaffolding of tasks to support access to the curriculum.
- Use of adaptive teaching to support access to the curriculum and pupils' progress.
- The provision of individual and small group support for pupils with learning difficulties.
- The pastoral curriculum and ethos which promote self-regulation, self-esteem and self-motivation.
- The provision of opportunities for pupils to take responsibility, reinforced through SMSC.
- The PSHE (Personal, Social, Health Education) and RSE (Relationship Education) curriculum.
- The monitoring and analysis of pupil groupings.
- The monitoring of pupil performance with appropriate feedback and target setting.
- Our practice in relation to pupil progress, attainment and achievement.
- Our support of pupils facing barriers to access of the same opportunities as their peers.
- Our pedagogical approaches to teaching and learning.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to staff.
- Our care, guidance and support to pupils, their families and staff.
- Our policies and practice in relation to relationships with pupils, their behaviours, the use of suspensions and exclusions.
- Administrative structures which ensure access to relevant information about pupils' personal circumstances.
- The maintenance of confidentiality and systems to ensure this.
- Our partnership working with parents and carers.
- Our work with the wider school community.

### Resources

Resources should reflect an awareness of human diversity. They will endeavour to:

- Represent positive images of all people in society, including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Reflect a variety of viewpoints.
- Represent accurately the history of women, men, other cultures and societies.
- Present a balanced view of social and economic relations in the world.
- Include materials to raise awareness of equal opportunity issues.

Resources and equipment will be equally accessible to all pupils, regardless of gender. Specialist equipment will be made available to support the learning of pupils with

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special needs, as appropriate and as detailed in the Individual Education Plan devised for such pupils.

#### Language

Prejudice can be manifested in the schools' attitude towards the use of language. We respect the diversity of expression and language used by people from different cultures and geographical areas.

We also recognise that the inability to use language effectively and appropriately can impede equality of opportunity.

We recognise that it is important at Rucstall Primary School that all members of the school community use language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups of people
- Creates the conditions for all people to develop their self-esteem
- Uses correct terminology in referring to particular groups of individuals
- Is not derogatory, including not racist, homophobic, ageist or sexist.

This means that all staff have a responsibility to focus on the teaching and practice of effective written and verbal communication skills.

We will ensure that:

- All pupils' and staff names are spelt and pronounced correctly.
- Correct pronouns are used for pupils and staff.
- Staff are made aware of the correct names, titles and pronouns of parents/carers.

All documentation produced by the school, for both internal and external audiences, will support principles of equality by the use of generic terms (e.g. Headteacher) and the balanced use of he/she as the subject.

#### Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

#### Staff

It is acknowledged that Hampshire County Council is an Equal Opportunities employer. The school will do their utmost to meet this requirement. In pursuing this policy in support of the aims of the school, we recognise that:

- Diversity amongst staff should be viewed positively.
- In all staff appointments, the best candidate should be appointed, regardless of age, gender, cultural background etc. This means that the only personal characteristics taken into account should be those which, as well as being consistent with relevant legislation, are necessary for the requirements and proper performance of the work involved.

Appropriate In-Service Training will be offered to ensure that:

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- Staff recognise the existence and effects of discrimination and prejudice.

Incidents are dealt with appropriately in accordance with school policies.

## Race Equality

### Context

Our School is committed to taking a proactive and sensitive approach to the promotion of race equality regardless of the present racial mix in the school.

### Aims

The aims of our Race Equality & Disability Policy are to build on the schools' core values and ethos in general and in particular are designed to promote inclusivity and harmony and to challenge discrimination.

We are committed to:

- Making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued.
- Preparing pupils for life in a diverse society and world.
- Developing in pupils a sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities.
- Ensuring that an inclusive ethos is established and maintained.
- Ensuring a belief in racial equality and rejecting racism in all areas of school activity.
- Ensuring that acceptance of racial equality is an integral part of all planning and decision making within the school.
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.
- Respecting and valuing linguistic, cultural and religious diversity in the (wider) community.

## Leadership, management and governance

### Commitments

The ethos of the school, the policies that are set and the procedures that are used to carry them out are designed by the schools' leaders to deliver the aims. Specifically, the policies, procedures and curriculum of the school is organised by the Senior Leadership Team to promote race equality.

### Roles and Responsibilities

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team are responsible for co-ordinating racial equality work and dealing with reported incidents of racism and racial harassment.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their

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class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

**Monitoring and Evaluation**

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy and report initially to the Full Governing Body.

The progress and targets of ethnic minority pupils will be monitored. The Racial Incidents Analysis Report is completed and sent to County annually.

School analysis and reviews will include race equality impact questions and be used to inform planning and decision making.

Results of reviews, monitoring and assessments will be made available to parents and the community through newsletters and the reports to parents, where appropriate.

**Statement of Core Values relating to Race Equality**

We will strive to ensure that a sense of race equality is built into other school policies in the following ways:

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| <p><b>Marking and Assessment</b><br/>Attainment and progress data will be monitored by ethnicity.<br/>Trends and patterns will be identified.<br/>Supportive action will be taken to tackle any underachievement.<br/>We will endeavour to ensure that assessments are free of cultural bias.</p>                                                                             | <p><b>Admissions &amp; Attendance</b><br/>We will ensure that admissions criteria are open to all and administered consistently and fairly.<br/>Pupil attendance will be monitored by ethnicity and we will liaise with the attendance team as appropriate.</p>                                                                                                                           |
| <p><b>Behaviour and Exclusions</b><br/>Patterns of rewards and sanctions will be analysed by ethnicity.<br/>Suspensions and exclusions will be monitored by ethnicity.<br/>Re-integration of suspended pupils will take account of any specific cultural/linguistic needs.<br/>We will be sensitive to any cultural and linguistic differences in dealing with behaviour.</p> | <p><b>Personal Development &amp; Pastoral care</b><br/>We will ensure that we are open and sympathetic to specific religious and ethnic needs of groups/individuals.<br/>Support for the victims of prejudicial incidents will involve ELSA where necessary.<br/>We will facilitate the need for pupils to observe religious requirements in relation to worship.</p>                     |
| <p><b>Curriculum</b><br/>Our schemes of work ensure that the principles and practice of diversity and race equality are integrated into teaching and learning.</p>                                                                                                                                                                                                            | <p><b>Racism, Racial harassment and Prejudicial Incidents</b><br/>Our policy on racist and prejudicial incidents will ensure that these are reported, investigated and recorded in line with recommended practice.</p>                                                                                                                                                                    |
| <p><b>Partnership with parents and communities - stakeholders</b><br/>We will take active steps to ensure that ethnic minority parents are encouraged to become involved in the school.<br/>Participation will be monitored. (E.g. parents evenings).<br/>We will endeavour to make links with community groups and more isolated minority ethnic families.</p>               | <p><b>Staff recruitment &amp; professional development</b><br/>We will ensure that our recruitment policy:</p> <ul style="list-style-type: none"> <li>• does not discriminate against minority ethnic groups.</li> <li>• takes appropriate action to seek staff and governors from a diversity of backgrounds.</li> </ul> <p>Where necessary training will be given on race equality.</p> |

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| <p>Where an extended stay in a family's country of origin is known in advance, we will look towards support strategies to continue a pupil's education and identify, with parents, potential benefits and disadvantages for the child. Staff will be made aware of pupils' religious, cultural and linguistic heritage.</p>                       | <p>A commitment to equality issues will be a criterion for the selection of new staff. All staff have access to professional development opportunities and this will be monitored. We will ensure that any ethnic minority staff have access to appropriate support. Issues of race equality and cultural diversity will feature in staff training and meetings. Applications and employment will be monitored by ethnicity.</p> |
| <p><b>Teaching &amp; Learning</b><br/>Teaching methods &amp; styles will take account of the diversity of pupils needs. Teaching methods will encourage positive attitudes to diversity and race equality. Teachers will model this in their behaviours and interaction with staff and pupils. All pupils will be aware of high expectations.</p> | <p><b>Teaching &amp; Learning</b><br/>We will avoid stereotypical assumptions about pupils' abilities and aptitudes. We will use a range of intercultural resources to stimulate learning and promote high standards.</p>                                                                                                                                                                                                        |

**Disability Discrimination**

We will work with the definition of 'Discrimination' as 'less favourable treatment' or 'failure to make reasonable adjustments' as defined in the Code of Practice (2002).

**Lack of Knowledge and Confidentiality**

Lack of knowledge of a disability will not be used as a defence and the school will take all reasonable steps to keep themselves informed of disabilities in their pupil and staff groups. The school will nevertheless respect requests for confidentiality on the part of parents, pupils or staff.

As stated above, the School works with the guidance of the Code of Practice (2002).

The School will not discriminate on the grounds of disability:

- In relation to admissions
- In relation to education and associated services
- By excluding a pupil.

**Admissions**

The schools' admission policy and its operation will not discriminate against the disabled. This includes the terms on which admission is offered as well as the offer itself.

**Education and Associated Services**

The code offers guidance as to what constitutes 'education and associated services' but in general the school will not discriminate in the operation of any of its activities.

**Exclusions**

The school will not exclude a pupil for any reason relating to a disability.

**Complaints**

The school has an agreed complaints procedure, which will be followed. If matters raised as concerns are not resolved by the class teacher or Senior Leadership Team, parents may wish to contact the school through the formal Complaints Procedure.

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This policy should be read in conjunction with all other school policies, in particular Special Educational Needs, Admissions, Behaviour, and Teaching, Learning and Assessment.

*The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.*

## Appendix 1

### Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

To improve the attainment of pupils in receipt of Pupil Premium so that the attainment gap is closed between these children and those children who do not qualify for Pupil Premium.

To ensure that all families understand information communicated by the school to enable all pupils equal access to opportunities, regardless of the home language.

To ensure that all pupils have their chosen gender respected and supported within the school and its community.

To celebrate at least one religious observance for the core religions within the school: Christianity (inc. Roman Catholics), Hinduism and Islam.

*Legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.*



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*The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*

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| Policy Date:   | November 2023 |
| Review Due:    | November 2026 |
| Date Approved: | November 2023 |