

*Giving every child, every chance, every day...*

## **1. What is the Equality Statement?**

Our Equality Statement integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover governors, staff, pupils and people using the services of the school, such as parents/carers.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Equality Statement and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 12) on the progress of the Equality Statement and action plan. This will be reviewed by our Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

## **2. Meeting our duties**

The Equality Act 2010 gathers together various different pieces of equality legislation, which have been developed over recent years. It sets out some key equality provisions for the delivery of education and the requirement for public bodies to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. Against the background of the UK's increasingly diverse communities, TGPS recognises that this Act plays a major role in recognising the UK's historic commitment to tolerance, as well as British values.

The Equality Act 2010 is, therefore, an important and significant piece of legislation because its key provisions underpin the aim of TGPS: an equal and inclusive society in which difference is understood and respected. This school is committed to meeting its obligations within the law.

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **Race equality**

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

### **Dealing with racist incidents**

The school follows the Guidelines from North Lincolnshire Authority procedures for recording and reporting all racist incidents. All staff know, understand and support this procedure, reporting all incidents to the Head teacher / Senior Leadership Team for immediate investigation. The Head Teacher and the SLT record all incidents and follow each incident rigorously, involving both families/parties and pursuing them to a satisfactory outcome. Both the Governing Body and the Local Authority are informed of all incidents and their outcomes. Pupils are taught to recognise and value diversity and to understand that racist behaviour can never be tolerated.

## **Disability equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

## **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

## **Gender equality**

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. North Lincolnshire Council (the employing body of The Grange Primary School) considers that this has been addressed through the implementation of unified conditions and pay for school teachers.

## **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

## **Age, sexual orientation, religion and belief**

We must ensure that we do not discriminate on these grounds. This Statement includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Equality Statement and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## **3. Our school values and visions**

In meeting the duties described above will mean that all our actions will embody our school's key principles and values which include:

- We strive to make the best possible provision for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the view that inclusion is: “The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.” This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

#### **4. Collecting and analysing equality information for pupils at The Grange Primary School**

The Grange Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils:

- Attainment levels
- Attendance levels
- Exclusions/inclusions
- Attendance at Extended School activities/extra curricular activities (e.g. school trips/after school clubs)
- Complaints of bullying and harassment
- Participation in School Council
- Parental involvement
- Nurture Group data
- Intervention data
- Inclusion in the following groups EAL, FSM, gender.

#### **5. Collecting and analysing equality information for employment and governance at The Grange Primary School**

TGPS is committed to providing a working environment free from discrimination, victimisation, and harassment.

TGPS also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

##### **Information Gathering (Staff and governors)**

- Applicants for employment

- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews.

We have been mindful of the Laws relating to Confidentiality when devising this plan. Although there is a statutory duty to share information about the school's single equality Statement we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the schools staff and a synopsis passed to the working party.

## **6. Consultation and involving people**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Equality Statement. This helped to ensure that the views of all groups but potentially disadvantaged groups were fully incorporated in the development of this Statement. Examples include:

- Discussions at school council
- Consultation with parents/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Involvement within local community activities
- Focus groups for parents/carers and staff.

All groups and individuals consulted have expressed only positive views about equality within the school community. As a school that has always responded to the individual circumstances, needs and beliefs of its families and their children, we have been pro active in identifying issues from collected and analysed data. The school is also committed to raising the awareness of all its families to a better understanding of the Equalities agenda.

Key points include:

- ❖ Greater separation of collected data
- ❖ Greater raising of awareness amongst the school community of the Equalities agenda
- ❖ Raising attainment and closing the gap of all groups.

## **7. Equality impact assessments**

We identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken and we undertake an ongoing rolling programme of impact assessment for all our policies and procedures.

## **8. Other School Policies**

We have used our existing school policies to inform our Equality Statement. These include:

- School Improvement Plan
- Inclusion Policy
- Accessibility Plan

- Whistleblowing Policy.

### **9. Roles and Responsibilities**

- Our Governing Body will ensure that the school complies with statutory requirements in respect of this Statement and Action Plan.
- Our Headteacher (supported by the SLT and Pastoral Manager) is responsible for the implementation of this Statement, 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 Statement.
- Our staff are expected to 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 pupils with additional needs, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others 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, including parents/carers are adhering to our commitment to equality.

### **10. Commissioning and Procurement**

TGPS is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

### **11. Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of our Equality Statement which include:

- The results of information gathering activities for race, disability and gender and action taken and achievements
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebration of achievements in relation to promoting community cohesion.

We will also revise our Equality Statement every three years (next review date: 2022).

### **12. On-going evolution of our Statement**

We will continue to involve people from all aspects of our school community in the on-going evolution of our Equality Statement. This includes:

- A regular slot at School Council meetings to discuss equality, diversity and accessibility issues
- A regular slot at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days for the wider school community to celebrate the work of pupils and give the opportunity for feedback.

**Reviewed: September 2020**