



Nurture-Believe-Inspire-Achieve

Danson Primary School

Equality Policy

1. Aims

School policy on equality and community cohesion

At Danson Primary School we are committed to providing the best education for all our pupils in a safe, secure and stimulating environment which fosters academic excellence and creativity. We want our pupils to develop qualities of being happy, confident and self-assured young people with strong values and principles with the skills to live happy productive lives. We are committed to ensuring equality of opportunity for staff, pupils and all those receiving services from the School, irrespective of race, disability, gender, religion/belief, age or sexual orientation and to the promotion of community cohesion.

At Danson every member of our school community should feel safe, secure, valued and of equal worth. We believe that equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faiths tradition, sexual orientation, age or any other characteristics. Ensuring equality should permeate all aspects of school life and is the responsibility of every member of Danson and the wider community. This policy outlines the commitment of staff and governors to promote equality.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise some pupils need extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Pupil Leadership Group, School Councils and Anti-Bullying Ambassadors.
- We recognise the ever-changing profile of our community and aim to make sure that no one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)

- Their marital or civil partnership status
- They being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. As part of this we will:

- Publish information every year about our school population.
- Outline how we have due regard for equality and how we promote community cohesion.
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

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.

2. Legislation and guidance

This document meets the requirements under 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.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives 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 Head Teacher.

- Meet with the Head Teacher for equality every term in conjunction with safeguarding and other relevant staff members to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the main governing body regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, e.g. during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will be signposted to the Equality Policy as part of their induction and all staff receive refresher training as appropriate.

The Head Teacher is the designated member of staff for monitoring equality issues and supported by an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- 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.
- 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 clubs and activities).

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

- Regularly monitor and analyse pupil achievement and progress by ethnicity, gender, economic background (Pupil Premium Grant) and disability and act on patterns in the data that require additional support for pupils.

- Focus on those arriving in school as low attaining, particularly with speech and language needs.
- 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

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Building a curriculum which reflects modern Britain and all of its diversity.
- Promoting respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas and through the school core values.
- 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 where possible.
- Working with our local community. This includes inviting members of the school community 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.
- Developing links with people and groups from organisations such as Equaliteach who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Monitoring arrangements

The governing body will update the equality information we publish (described in sections 4-7 above) at least every year. This policy will be reviewed every 4 years. Equality information is updated annually.

9. Links with other policies

This document links to the following documents and policies:

- Equality Information and Objectives
- Accessibility Plan
- SEND Information Report
- Behaviour Policy

Public Information

Copies of this policy will be available to the public from the School Office.

Date agreed: July 2023

Date Reviewed: June 2026

Next Review date: June 2030

Head Teacher: L Casey

Chair Of Governors: H Mash