



SINGLE EQUALITY POLICY STATEMENT – Beeston Primary School

Date agreed by Staff:	
Review Date:	
Policy Written by:	Ruth McAvoy

Vision and values

Our long term vision for every child who attends our school is:

To empower all pupils to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners.

Values



Aims

We **ENGAGE** our pupils in the joy of learning through a broad, balanced and inspiring curriculum that is driven by pupils. We seek to develop our pupils as 'inquisitive investigators' and 'aspiring entrepreneurs', who have the motivation, resilience to shape their own futures and make a positive contribution to society.

We 'promote a love of learning' in every pupil. We want everyone to **ENJOY** their time at Beeston Primary school.

We **ENRICH** all pupils' learning by connecting them to their local, national and global world and by opening doors to opportunities. Pupils gain an understanding of 'our place in our world' and learn how to live alongside, and share resources with, others.

Introduction

At Beeston Primary School we believe that all children should receive equal access to the full school curriculum and wider school experience regardless of first language, disability, race, gender, cultural or socio-economic background. At Beeston Primary we aim to create a diverse curriculum which reflects the diversity of our pupils, our local and wider community. We celebrate diversity by learning about a broad range of historical and current figures in all walks of life. This provides the opportunity to see a wide range of humanity, see people to which they can aspire that are similar to themselves and develop tolerance and understanding of people with different beliefs, religions, genders, abilities and sexual orientations.

The school is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Gender (Sex)
- Gender reassignment
- Pregnancy and maternity
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sexual orientation
- Marriage and Civil Partnership

At Beeston Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. As part of our duty under the Equality Act 2010 and the Public Sector Equality Duty we aim to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics.

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 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 regularly to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

The headteacher will:

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

A member of the senior leadership team, Ruth McAvoy is the designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor regularly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. An applicant complete a generic 'all encompassing' health questionnaire as part of the application procedure. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community.

1. Guiding principles

In fulfilling our statutory duties we are guided by seven principles.

Principle 1: All members of the school and wider community are of equal valued

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity

- whatever their religious or non-religious affiliation or background
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and
- age (where appropriate).

Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age

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

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys,

- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

2. Practical application of these principles

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

These objectives are published on the school's website²

3. The curriculum

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

4. Training and development

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.¹

5. Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

6. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs

¹ Equality training for governors can be booked through [Leeds for Learning](#)

- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.²

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.³

7. Information and resources

1. The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.
2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

8. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

9. Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

10. Monitoring and review

- quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate
- in particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, , gender and age (as appropriate) will be analysed and used to inform objectives.

Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.

² The governing body should ensure that such information is contained in the staff handbook

³ Guidance on reporting is given in Leeds City Council's "[Hate incident reporting guidance for children's settings and schools](#)"

This policy is based on the Leeds City Council Model Equality Policy.