

# Boundary Primary School



## Single Equality Policy

Review period: Two-yearly

Date plan last reviewed: September 2023

Person Responsible for plan: Headteacher

**Equality Statement**

At Boundary Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Boundary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to lower-income households
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects

### **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity, complying with the Public Sector Equality Duty.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (*We will not publish any information that can specifically identify any individual*)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school

provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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

#### **In fulfilling our legal obligations, we will:**

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

#### **Our Vision Statement**

At Boundary Primary School we work hard to provide the best education we can for our pupils and we are continuously driving for improvement – living up to our motto **‘we work as one to be the best that we can be!’**

At Boundary, we take the ‘whole child’ into account. We want our pupils to leave school with excellent subject knowledge and skills, but also to leave as caring, respectful, tolerant and enthusiastic learners, who are well-equipped to become good citizens.

#### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system.

We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and may seek support from the Local Authority.

#### **The Curriculum**

As part of our work to promote equality, we aim to ensure that within our educational provision pupils are offered opportunities to:

- Understand and celebrate diversity in all its forms across the curriculum both explicitly and subtly e.g. LGBTQ, gender stereotyping
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science,

- RE, Art and English)
- Develop an understanding of global citizenship
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other
- Develop an understanding and appreciation of other religious beliefs and cultures
- Recognise and challenge prejudice and discriminating attitudes and behaviour
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

### **Ethos and Organisation**

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support including reasonable adjustments
- behaviour, discipline and exclusions

### **Addressing Prejudice and Prejudice-related Bullying**

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

- prejudices around disability and special educational needs
- prejudices around racism, including those that are directed towards religious groups and ~~sep~~ communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia
- prejudices through cyber bullying

We keep a record of prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Conclusion**

The policy outlines the commitment of the staff and governors to promote equality. At Boundary Primary School, every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people the same. The Governing Body will be responsible for our Equality policy. The effectiveness of the above policy and our practice will be reviewed every 2 years by SLT in consultation with the whole school community and changed where necessary.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies

are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.