



Elsley Primary School

Tokyngton Avenue, Wembley, HA9 6HT

T:020 8902 8003 E: admin@elsley.brent.sch.uk Headteacher: Mr Raphael Moss

B/T/S/A
BRENT TEACHING
SCHOOL ALLIANCE
STRATEGIC PARTNER

TeachFirst
Partner School

Equalities Policy

Current Objectives:

- 1) Improve the school's engagement with parents who speak Konkani
- 2) Improve engagement with parents of pupils with SEND

Reviewed by Governors annually

Last reviewed:

March 2022

This policy should be read in conjunction with Inclusion, Behaviour, Safeguarding, Anti-bullying and Curriculum policies.

Introduction

This policy outlines the Public Sector Equality Duty (2011) to ensure that equality of opportunity is available to all members of the school community, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. The members of the school community include pupils, teaching staff, support staff, parents/carers, Governors, visitors to school including multi-agency professionals, and students on placement. The Equality Act defines eight 'Protected Characteristics': Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion and belief, Gender and Sexual orientation.

There are three general duties of the Act:

- 1) Eliminate discrimination (direct or indirect), harassment, victimisation and any other conduct that is prohibited by the Act.
- 2) Advance the quality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- 3) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The law is, for the most part, the same as it has been in the past and most schools, including Elsley Primary School are not allowed to unlawfully discriminate against pupils, staff or parents/carers because of any of the above. The law on disability discrimination is different from the rest of the act, as it works in only one direction; it protects disabled people, but not those who are not disabled. Schools are able to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so, by making reasonable adjustments (see accessibility plan)

Elsley Primary School, as with all schools is obliged to publish information to demonstrate compliance with the general equality duties at least annually. We will publish at least one equality objective, which must be reviewed at least every four years.

Elsley School is 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, religion and belief, age 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.



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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 Elsley School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Roles and Responsibilities

School Community	Responsibility
Governing Board	<p>Commit to the Equality Policy and Plan</p> <p>Ensure school is fully inclusive for all pupils, eliminating discrimination and is responsive to their needs</p> <p>Take reasonable steps to ensure that school communications and environment are accessible to all stakeholders, especially those with disabilities</p> <p>Ensure that all school appointments adhere to the Equality Act</p> <p>Have ultimate responsibility for compliance with the Equality Act</p>
Head Teacher	<p>As above including:</p> <p>Ensure that recruitment and staff development training is in line with the Equality act.</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p> <p>Regular reminders of the above to staff and new staff members who join the school.</p>
Senior Leadership Team	<p>To support the Head Teacher and Governors as above</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p> <p>To monitor curriculum planning and design to ensure an inclusive curriculum, which takes into account our school's objectives, is being delivered. This is monitored regularly with teaching staff through progress meetings and assessment meetings</p>
Teaching Staff	<p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated</p> <p>Design and deliver an inclusive curriculum. Where pupil outcomes are monitored and reported regularly to your phase leader (assistant headteacher)</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p> <p>Be aware of the school's objectives, and practice in accordance with them</p>



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Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated</p> <p>Support teacher's and colleagues within the school community and contribute to an inclusive education for all pupils.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality.</p> <p>Learn to respect others and report incidents of intolerance to an adult.</p>

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. (Refer to Staff Code of Conduct). Equality aspects such as age, gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination – we want a balanced work force reflective of our community and the society in which we live. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Leadership Team support to ensure equality of opportunity for all.
- Age information is not disclosed during short listing of application forms

The Senior Leadership team have a responsibility to eliminate any forms of discrimination or harassment and this is monitored regularly. This will be done through leadership meetings when needed or when needing urgent attention in discussion with the Head Teacher and reporting to governors as and when appropriate.

If any member of staff is concerned that discriminative behavior/harassment or conduct has taken place they should report this to a member of the leadership team for further investigation.

Streamlining Equality Policies

Equality in Elsley Primary will provide an ethos that: Creates a school culture where everyone, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and socio-economic factors

- feels welcomed and valued (including pupils, parents, staff, school community and





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wider community members participating in school life)

- Ensures all pupils and staff are encouraged to achieve their full potential
- Respects and values differences between people
- Prepares pupils for life in a diverse society
- Acknowledges the existence of inequality and takes steps to prevent it
- Ensures that an inclusive ethos is established and maintained
- Opposes all forms of discrimination, harassment and victimisation
- Is proactive in tackling and monitoring discrimination at all levels
- Raises awareness for all school staff and Governors of set procedures in place to deal with behaviours that constitute discrimination, harassment and victimisation
- Encourages communication and confidence for all to resolve problems

Age We will ensure that people are not discriminated against due to age, through fair recruitment and selection, access to training and development, and other work practices. We will ensure pupils of all ages or children of different aged parents are not singled out for different or less favourable treatment than other pupils. This also applies to members of staff, parents, and the wider community.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

We will promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school. We will:

- Increase the extent to which disabled pupils can participate in the school curriculum by making reasonable adjustments;
- Improve the environment of the school (see accessibility plan) to increase the extent to which disabled pupils, staff, parents and the wider community can take advantage of education and associated services;
- Improve the delivery of information to disabled stakeholders.

Gender/ Gender reassignment

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system that identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This is not necessarily mean undergoing a medical procedure, but the person must be taking steps to live in the opposite gender. This will usually apply to a member of staff, parent or member of the wider community in a primary school.

- We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.



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- We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes.

Sexual Orientation

We will ensure that all gay, lesbian or bisexual pupils or children of gay lesbian or bisexual parents are not singled out for different or less favourable treatment than other pupils. This also applies to members of staff, parents, and the wider community.

Religion

The Equality Act defines religion as being any religion and belief as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

Any instances of discrimination, harassment and victimisation will be taken seriously and dealt with appropriately by a member of the senior leadership team. Governors will be involved if necessary.

Race Equality

This section of the policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Policy which includes our written policy for race equality;
- Assess the impact of our policies, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our policies and provision have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Teaching, Planning and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement through constantly improving on their personal best. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, EAL, gender, FSM and disability and/or SEN and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;



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- Use materials that reflect the diversity of the school, population and local community without stereotyping;
- Promote attitudes and values that will challenge all discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions, Attendance and Exclusions

School admissions are centrally applied by Brent LA admissions criteria which ensures that admissions are applied fairly and consistently to ensure we do not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and socio-economic factors.

Information about pupils' ethnicity, first language, religion, Special Educational Needs and Disabilities (SEND), diet etc, is included in admission forms after a place has been allocated and in order to meet each child's requirements.

School attendance is monitored by gender, ethnicity, special educational needs, free school meals and appropriate actions are taken to reduce any disparities between different groups of pupils.

Exclusions will always be based on our Behaviour and Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact or bias; and ensure any discrepancies are identified and dealt with. Exclusions are only used when all other channels to support a child's needs have been exhausted.

Consultation and Involvement

It is a requirement that the development of the Equality Action has been informed by the input of staff, pupils, parents and carers. We will achieve this by drawing up equality objectives to involve and consult these groups.

Complaints procedures

If anyone has any concerns about discrimination, harassment or victimisation experienced by themselves or a family member they should in the first instance contact a member of the senior leadership team, following this the governors. (See Elsley Primary School's complaints procedure)



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Review of progress and impact

The school will collect and analyse evidence and data on children's achievement, attendance, and participation by race, gender, FSM, SEN and disability and use this to inform strategies. The Governing Body will ensure that the effectiveness and success of the Equality Policy and Plan is reported to parents via the website. This policy will be reviewed annually and the Equality objectives at least four yearly.

This policy will be promoted and implemented throughout the school. It will be available on the school's website. The school will review this policy annually and assess its implementation and effectiveness.