



If we believe it, we can achieve it.

Laycock Primary School Equality and Diversity Policy

Reviewed By	Governing Body
Approved By	Headteacher
Next Review	

This document describes how the Governing Body of Laycock Primary School intends to fulfill its responsibilities under the 2010 Equality Act with regard to its pupils and its workforce and will be published on the Equalities page of the school website.

Laycock Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 together with Islington Council's Equality and Diversity policy 'Dignity for all' and the Islington Charter for Primary Schools, provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

The equality act covers nine protected characteristics, described below. Laycock Primary School will make the learning environment and the work environment fair and consistent for all members and ensure that we comply with the law.

The protected characteristics are:

- age - the Act protects people of all ages
- disability - under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities
- gender Reassignment - the Act provides protection for trans-sexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender.
- marriage and Civil Partnership - the Act protects employees who are married or in a civil partnership against discrimination.
- pregnancy and Maternity - a woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled.
- race - for the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.
- religion or Belief - in the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. additionally, a religion must have a clear structure and belief system.
- sex - both men and women are protected under the Act.
- sexual Orientation - the Act protects bisexual, gay, heterosexual and lesbian people.

Our approach to equality is based on the key principles:

- all learners and staff are of equal value whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, whatever their sexual orientation and whether they have a disability.
- we take account of differences and strive to remove barriers and disadvantages which people may face. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- we foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- we observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- we have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- we work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

We will have due regard of the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- and foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- identify key issues;
- understand the impact of our policies, practices and decisions on staff and pupils with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our organisation.
- assess performance:
- benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action:

- consider taking steps to meet the needs of pupils and staff who share relevant protected characteristics; identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- develop equality objectives to meet the specific duties;
- have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.
- we aim to eliminate discrimination, harassment and victimisation
- we take account of equality issues in the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- we are aware of the Reasonable Adjustment duty for differently abled pupils which is designed to enhance their access and participation to an equal level as all pupils and stop differently abled children being placed at a disadvantage compared to their peers.
- the Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

- we take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- we actively promote equality and diversity through the curriculum and by creating an environment which values respect for all members of the community.
- our admissions arrangements are fair, transparent and conform to LA guidelines.

We aim to address prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. Details of how we do this can be found in our Behaviour Policy.

We promote equality of opportunity between different groups:

- we collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- we have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- we collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate English and Maths skills.
- we collect, analyse and publish data:
 - on the school population by gender and ethnicity;
 - on the % of pupils identified as having a special educational need -
 - by year group – in terms of ethnicity, gender
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and EAL
- we analyse the standards reached by different groups at the end of each year with regard to:
 - White British
 - Black Caribbean
 - Other Ethnicities
 - Free School Meals
 - EAL
 - SEN Support
 - EHCP
 - Looked after Children
- we collect, analyse and use data in relation to attendance and exclusions of different groups.
- we use a range of teaching strategies that ensures we meet the needs of all pupils.
- we ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The governing body has a watching brief regarding the implementation of this policy.

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

They will ensure that teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with this policy.

Equality for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equalities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- all staff are of equal value whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, whatever their sexual orientation and whether they have a disability.
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- we are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our school. This will including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being overrepresented in particular roles. In addition, we note that it is likely to be useful to collect and consider information, appropriately analysed, according to:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their different ability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

Disseminating the policy

This Equality Policy is available: on the school website and as part of induction for new staff.

We ensure that the whole school community knows about the policy, objectives and data through the school website, assemblies, staff meetings and other communications.

We will collect and use workforce information to effectively meet the general equality duty.

July 2020

Appendices

Appendix A: Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and CPD.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when the trends indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- SLT has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- The school takes part in annual events such as Black History Month, Fair-trade Fortnight, Differently Abled Awareness Week, International Women's Day etc. to raise awareness of issues around race, disability and gender.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community. Minority ethnic, differently abled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The Governing Body is increasingly representative of the community it serves.

Best Practice

in Engaging Parents/Carers, Children and Communities

An Islington Charter for primary schools

1 Engaging our parents and carers

- We make sure senior leaders and staff are visible
- We think about communication with parents/carers, from the parents/carers' point of view.
- We put on events which encourage all parents/carers to come into school.
- We get feedback from parents, carers and children, and respond to it.
- We respond to parents/carers' calls or emails within an agreed timeframe.
- We put in place advocates for children and parents/carers



2 During the school day

- We plan time to discuss every child as an individual learner.
- We celebrate success in ways which include all children
- We prioritise quality first teaching.
- We provide a broad, balanced and inclusive curriculum.
- We take up opportunities to build a sense of community beyond the school.
- We evaluate interventions rigorously.
- We are inclusive in the way we provide extra-curricular activities
- We value 'social time' with all children and parents/carers.
- We see secondary transition as a process which requires support over time.

3 Strengthening our staff

- We strengthen communication between staff.
- We don't make a separation between teaching and support staff
- We would like our staff to be as diverse as the communities we serve





Dignity for all

Islington Council's Equality and Diversity Policy



Our Values and Priorities

The council's over-arching vision is to make Islington a fairer place by cutting the number of people living in poverty, narrowing the gap between rich and poor and making a difference to the lives of those who most need our help.

A clear commitment to equality and diversity is embedded throughout our stated corporate commitment to deliver a fairer Islington. Our corporate values are an integral part of this. They state that as an organisation:

- We put serving the public first
- We are open honest and fair
- We respect all people and communities

These values inform everything that we do to improve the quality of life for people living, working and studying in the borough.

The council has identified six key priorities that support our vision of making Islington fairer and that we are focusing on as an organisation. These are:

- decent, suitable and affordable homes
- lower crime and anti-social behaviour
- cycle of poverty broken
- best start in life for all children
- healthy, active and independent lives
- delivering basic services efficiently and well

Our commitment to equality

As an employer and service provider, Islington Council is committed to eliminating discrimination and valuing diversity in all of our activities. We also recognise our community leadership role and will use this opportunity to promote our commitment to equality, diversity, community cohesion and fairness.

We will monitor and address unequal outcomes for different equality groups (including socio-economic status) in the six priority areas and ensure that the over-arching values of fairness and equality are integrated throughout our work.

Islington Council will ensure that Islington staff, residents and service users are treated equally, with dignity and respect, regardless of age; disability; race (including ethnic origin, colour, nationality and national origin); sexual orientation; sex/gender; religion and belief (including philosophical belief) gender reassignment; marriage and civil partnership; pregnancy and maternity (the nine characteristics protected by the Equality Act 2010).

In addition to these 'protected characteristics' we will ensure that socio-economic status will also be taken into consideration when carrying out our work.

Diverse Population

One of Islington's strengths is its diverse population. Of the 200,000 residents of the borough, just over a quarter are from black and minority ethnic backgrounds and 70% of the total school population are from backgrounds other than White British. Approximately 10% of residents are of first generation refugee origin. Just over half of Islington residents declare themselves to be adherents of the Christian religion, while just over one third claim either no religious belief or make no statement regarding religion. After Christianity, the most commonly practiced religion is Islam, adhered to by over 8% of the resident population.

Around 17% of the population define themselves as disabled and Islington is estimated to have one of the highest percentages of Lesbian, Gay, Bisexual and Transgender (LGBT) residents of all London boroughs.

There is an unusually large proportion of young adults (when compared to the rest of London and England), but fewer older people and fewer school-aged children. Approximately 21% of the population are aged 0-19 and 9% are aged over 65.

Islington has high levels of income inequality. 15% of households have an income of less than £15,000 and just under half have an income of under £30,000. 1 in 6 households in the borough have an income of over £60,000. 43% of children in Islington live in poverty, which equates to 18,000 children and is the second highest in London.

Legal duties

Our commitments are supported by a number of legal duties that require us to promote equality and eliminate discrimination. The Equality Act 2010 harmonises and replaces previous discrimination legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995). Under the Equality Act there are nine different characteristics, which are listed above, that are protected from discrimination. Islington is also bound by the 'public sector equality duty' which requires us to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

Policy into Practice

The Council will engage in a range of activities in order to translate our commitment to Equality and Diversity into practice and to meet our legal duties. These activities are laid out in detail in our Corporate Equality Scheme which is supplemented by the individual Equality Schemes for Race, Gender, Disability, Sexual Orientation and Religion and Belief.

As a community leader we will:

- Promote good relations between communities in our communications and address negative stereotyping of any groups.
- Organise and support a range of equality and diversity events throughout the year to promote understanding and awareness and foster community cohesion.

As a community leader we will:

- Encourage councillors and senior managers to demonstrate personal leadership in equalities.
- Work with our key partners in the borough to implement the Charter for Fairness and Equality (a statement of principles which has been agreed by the Islington Partnership Board).

As a service provider we will:

- Deliver services that are accessible to all and that are tailored to the diverse and individual needs of our community.
- Obtain up to date equality information and data on Islington residents and use it intelligently to inform priorities and policies.









