



Public Sector Equality Duty Statement

2019 - 2023

Version 1.0

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Longthorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

Public Sector Equality Duty Statement

At Longthorpe School we are committed to providing the best possible education for all children. We believe every child is of equal importance and has something of value to contribute and every member of our school community will benefit by working in an environment which accords equality and respect for all.

We believe it is important that everyone involved with the school respects and values each other. Children are encouraged to develop a sense of pride, care and sensitivity towards themselves, each other and the School. The school's promotion of equal opportunities is clearly stated in our School Ethos, Aims & Values.

We respect, acknowledge and value the heritage, mother tongues and dialects of each child. We support pupils' bilingualism within the school community and aim to respond to each child's whole experience of language, creating a sensitive environment, where pupils can develop their ability to communicate confidently, fluently and in an appropriate manner.

Staff are aware of any connotations in the language they themselves use and challenge stereotypical language in all contexts. We actively challenge racist, homophobic or sexist language used by children or other adults. Racist incidents are monitored and reported to the Governing Body in line with Local Authority guidelines.

A. GUIDING PRINCIPLES

In fulfilling the Public Sector Equality legal obligations, we are guided by nine principles:

1. All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- 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 identity

2. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

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, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

4. We observe good equalities practice in staff recruitment, retention and development

We ensure that 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, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

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

In addition to avoiding or minimising possible negative impacts of our policies, 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.

6. We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

7. Society 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 and people of any sexuality

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives

The objectives which we identify take into account national and local priorities and issues, as appropriate. For the years 2017 – 2021, our objectives are as follows:

1. To promote understanding and respect for differences.
2. To narrow the pupil premium gap in Reading, Writing and Maths in all year groups.
3. To tackle prejudice and promote understanding in relation to people with disabilities.
4. To ensure that all pupils are given similar learning opportunities and access to after-school clubs and activities.

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children

B. THE CURRICULUM

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

C. ETHOS AND ORGANISATION

We ensure the principles 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
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

D. ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice that stand in the way of fulfilling the our duties:

- prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

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

E. ROLES AND RESPONSIBILITIES

1. The local 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.
2. 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.
3. Senior staff have responsibility for co-ordinating implementation of the policy throughout school practices.
4. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with and report any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the guiding principles
 - support pupils for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work

F. 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.

G. STAFF DEVELOPMENT AND TRAINING

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.

H. BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and local governing body.

I. MONITORING AND REVIEW

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.