



Rivington Foundation Primary EQUALITIES POLICY FOR SCHOOLS

December 2021

LANCASHIRE COUNTY COUNCIL

EQUALITIES POLICY

Legal Framework:

We welcome 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. 2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. 3. 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.

Aims of Policy

Our school aims to meet its obligations under the public sector equality duty 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

'Leaders have high expectations for pupils. Each term, pupils focus on one of the school's seven wonders. These include perseverance and forgiveness. Leaders encourage pupils to be kind and to do their best.' Ofsted January 2020.

Our approach to equality is based **on 7 key principles:**

1. All learners are 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 and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. 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.
5. 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.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. 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.

1 School in Context

Rivington Foundation Primary School is smaller than the average sized school in Lancashire. The majority of pupils live in wards which are in the mid to more advantaged bands according to socio economic indicators. The percentage of children entitled to forever 6 funding is lower than the Lancashire and national averages. The majority of pupils are from White British backgrounds and all but one speak English as their first language. Attendance is in line with the Lancashire average. The school has many strengths, one of which is the very good support for its vulnerable families and their children. Currently, 55% of the school cohort are boys – with 45% being girls.

The school was last inspected in January 2020 and was judged to be good with EYFS at outstanding. If inspected, in light of the new framework the school would self-evaluate as good. We plan to build on and improve on this in the next 3 years.

In 2018-2019 the percentage of pupils with special educational needs and/or disabilities (SEND) was higher than the Lancashire average and this remains the

same for 2021-22 with the highest concentration in Y3 (53% as opposed to 11.4% in Lancashire 2018-19) and Y5- 41%. Overall, the school had 18% of its pupils with SEN in 2018-2019 – this has increased to 31% in this academic year – nationally this stood at 14.2% in the academic year 2018-19. 4% of the school have an EHC plan. 7% of our pupils have a disability. We have 1% of our pupils that are previously looked after.

Rivington Primary is, overall, a Good education (Ofsted Jan. 2020) where children with SEN make good progress. Rivington FP is an old building situated at the heart of Rivington village at the side of Rivington Reservoir. The setting is rural and the school makes good use of the local environment having a Forest Schools practitioner on the staff.

The site of Rivington FP is not ideally suited to those with mobility difficulties being positioned on a sloped site and having many different levels within the school. However, in past years, the needs of a child with cerebral palsy (who for the majority of his 7 years here was mostly in a wheel chair) were catered for. Adjustments were made to the school building; installing a stair lift (no longer in position due to current renovations), acquiring a stair raiser, building ramps, installing disabled toilet facilities, providing a drop off zone and purchasing any necessary equipment.

All displays, policies and procedures are available for any interested parties to freely access. Information can be provided in different languages on request. If a need becomes apparent to communicate with parents and families whose first language is not English or they have additional needs, arrangements can be made on request.

Signage around the school is child friendly; the younger children having many visual prompts to help them during the day. When necessary, specialist equipment is purchased to aid the progress of children e.g. specialist chairs, lifts, stair riser, lap tops, specific IT programmes, non-slip table mats, coloured overlays to aid reading, easy grip cutlery. If a child with additional needs has a recommendation from an external agency that a specific piece of equipment would be helpful, then the school will make all efforts to comply with this.

School also provides:

- A disabled toilet.
- A School Accessibility Plan.
- Classroom with blinds, creating better acoustics are also an aid for the visually impaired.
- Access for all children to a differentiated curriculum and if appropriate the support of a Special Support Assistant and Special Support Teacher.
- Information is available on the school website and a community noticeboard in addition to weekly newsletters.
- School is willing to seek the advice of experts should the need to adapt the school for individuals needs arise.
- The school has a selection of ICT programmes for all pupils in addition to iPads, headphones, laptops, computers and interactive whiteboards installed in every classroom

2 Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Helena Kewley. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they're familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to the full governing board regarding any issues;

The headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

4 Eliminating discrimination

At Rivington Foundation Primary, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; 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 disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled 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 actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

5. Advancing equality of opportunity

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

5 Fostering good relations

As a school, we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

6 Publicising the Policy and Plan

This Equality Policy along with the Equality Objectives and data is available: • on the school website • as paper copies in the school office • in the staff handbook • on display for visitors, including parents and carers

7 Equality Objectives

Our school's equality and diversity objective for 2021/2022 is:

- To ensure all staff are aware of their duties under the Equality Act 2010 and are aware of how to report any discriminatory incidents or practices.

We have chosen this objective:

- To ensure our staff understand their duties in relation to good equality practices.
- This has been continued from last year as we continue to embed our No Outsiders Programme at the school.

We plan to achieve this objective by:

- Using staff meeting time to cover the issues in depth.
- Embedding a whole school No Outsiders programme.

8 Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

8 Considering Equalities in Decision Making

In our decision-making we will often use the equality impact analysis form to show that they have actively considered our equality duties and asked ourselves relevant questions. There is no legal requirement to produce a formal equality impact assessment document; although for key decisions, we find this a helpful tool.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

