



Olga Primary School

School Equality Policy

Policy Date: November 2023

Review Date: June 2027

Introduction

Our School is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

This Policy describes how our School will fulfil its statutory duties to promote equality of opportunity and avoid discrimination, demonstrating its commitment to placing the promotion of equality and diversity at the centre of every aspect of its work. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. 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.

Olga's commitment to equality will involve Staff, Governors, pupils and Parents/Carers, who all have a role in contributing to the success, as will other partner agencies and contractors we use. This Policy also takes account of the requirements of the employment equality regulations, relating to religion or belief, sexual orientation and age, and other relevant legislation. This Policy highlights the Schools pledge to take a proactive approach to promoting equality in all its aspects. Our School is committed to meeting its public sector statutory duties, as detailed below. We understand that the duties apply to service delivery and employment and Staff management, as well as Policy Development and Implementation.

1. Olga Primary School's Approach To Equality Is Based On These 8 Principles:

1. That everyone should feel welcome and included. Everyone will be recognised as equal value, treated with equal respect and concern, including employees of the School.
2. That all people should be treated fairly according to their individual needs.
3. Diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is important to acknowledge and appreciate differences so that we are all able to cater for everyone's needs. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation.
4. Olga Primary School protects and promotes equality and substantive opportunity so that all members of our School community can flourish and can reach their potential. 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. The significance of recognising people and children's different needs, situations and goals, and the importance of aiming to remove the barriers that limit what Staff, families and pupils can do and can be.
6. Equality and inclusion are issues for all. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

7. To ensure we have the highest expectations of all our children. We strongly believe that all pupils can make good progress and achieve their highest potential.
8. To pledge that each child, family and member of the School community has equal access and entitlement to all available opportunities for learning, experiences and resources.

2. Purpose Of The Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that Schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the School provisions related to pupils. The Act requires all public organisations, including Schools to comply with the Public Sector Equality Duty and two specific duties. The Public Sector Equality Duty or “general duty” This requires all public organisations, including Schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

Olga Primary School’s Equality Objectives 2023:

1. To regularly monitor and analyse pupil achievement and progress by race, gender, economic background and disability and act on patterns in the data that require additional support for pupils.
2. Focus on those arriving in School as low attaining, and ensure early intervention is in place to support them.
3. Build a curriculum which reflects modern Britain and all of its diversity.

We fully acknowledge and support the Equality and Human Rights Commission’s following statement:

Encourage and support the development of a society in which:

- a. people’s ability to achieve their potential is not limited by prejudice or discrimination.
- b. there is respect for and protection of each individual’s human rights.
- c. there is respect for the dignity and worth of each individual.
- d. each individual has an equal opportunity to participate in society.
- e. there is mutual respect between groups, based on understanding and valuing of diversity, and on shared respect for equality and human rights.

3. Other Inequalities / Discrimination

Our Single Equality Scheme has embedded within it our Race Equality Policy, Disability Equality Policy and Gender Equality Policy. We acknowledge that equality and diversity mean more than the

promotion of race, disability and gender equality. We therefore regard the following legislation as relevant to our SES:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003

Discrimination and inequality can take place across and within the equality strands of:

- Race
- Disability
- Gender
- Sexual Orientation
- Religion or Belief
- Age. (from Equalities Act 2006)

Additionally, our School takes into account other issues, such as accent or dialect, class, socio-economic background, health, language and place of birth.

The anti-discrimination legislation states:

- Everyone has a duty of care to each other.
- Duty of care to prevent and eliminate all forms of discrimination.
- To promote good relations between all groups and to ensure equal opportunities.

The Race Relations (Amendment) Act 2000 states “...that racism is any conduct or words or practices which advantage or disadvantage people because of their colour, personal - name-calling, abuse, harassment and violence.” We shall use the above definition with regard to all forms of discrimination and will ensure that we log, record, investigate, report and record all incidents. A racist incident can involve a wide range of behaviours including a refusal to co-operate with others, verbal abuse, physical assault, threatening behaviour, graffiti, wearing racist insignia and discriminatory comments.

We will:

- Deal with verbal abuse and racist name calling.
- Ensure all children know what racism is and how it should be tackled.
- Take steps to promote ‘anti-racist’ classrooms, including all Staff are trained in this approach.
- Ensure new arrivals are included and are not teased because of any differences.
- Ensure children and Staff speak English when in a mixed group.
- Ensure fair access to Staff training.
- Ensure Staff know our procedures regarding race, gender and homophobic issues.
- Address issues raised about religion, skin colour, culture, gender, homosexuality etc.
- Address issues raised through inappropriate comments, including ‘banter’ between children and Staff members.

We will ensure we tackle any institutional discrimination by ensuring:

- There is effective consultation.
- Effective recruitment, retention and promotion of minority ethnic Staff
- That Staff recruitment practices conform to LA standards to ensure fairness and equality of opportunity.
- No group of Staff feel marginalised and that there are no 'in groups'.
- Stereotyping is avoided.
- No-one uses inappropriate language.

4. Our Gender Equality Objectives

We gather and use information on how our Policies and practices affect girls and boys and men and women. We adapt existing systems for information giving and build in further processes for collecting data on gender equality. As a School we actively strive to remove gender stereotypes, ensuring that all children, families and Staff are aware that there is equal opportunities for all.

5. Inclusion

We regard Inclusion as a vital part of our vision and strategy because:

- It promotes a culture of equality of opportunity and high achievement for all children, by encouraging the development of more flexible attitudes, Policies and everyday practices.
- It also promotes community cohesion and integration through understanding of and respect for others.
- Inclusion is about attitudes as well as behaviour and practices.

6. Roles & Responsibilities Of Senior Leadership Team & Governors

Specific and positive action will be taken on a regular basis to ensure children:

- Develop positive attitudes and behaviour to all, whether they are different from or similar to themselves.
- Unlearn any negative attitudes and behaviour that they may have already learnt.
- Value aspects of other people's lives (such as their age, disability, gender, skin colour, physical features, culture, language religion or belief, sexual orientation) equally rather than seeing them as less worthy than theirs or ranking them in a hierarchy.

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

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.

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.

We make reasonable, appropriate and flexible adjustment for pupils with a disability.

The Senior Leadership Team will promote the equality of opportunity between different groups by:

- Knowing the needs of our School population very well and collect and analyse data in order to inform our whole School approach and identify targets to achieve improvements.
- Supporting teachers to take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- Ensuring procedures are in place, including working in partnership with Parents and Carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS.
- Collect, analyse and use data in relation to attendance and exclusions of different groups.
- Being alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- Ensuring equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Ensuring the School has an Accessibility Plan.
- Taking positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

7. Staff Commitment

We believe in being proactive in promoting equality and good relations, and tackling all forms of discrimination:

- The attitudes of young children towards diversity are affected by the behaviour of adults around them and by whether all children and families using the setting are valued and welcomed.
- Inclusive settings recognise and celebrate diversity.

All teaching and support Staff will:

- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Challenge prejudice and discrimination
- 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.
- Use a range of teaching strategies to ensure that the needs of all pupils can be made.
- Maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.

- 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.

8. Relationship To Other Policies ; Practices & School Development Plan

A clear relationship and link will be seen between this Policy and all other Policies and practices in the School, especially in Policies and practice relating to inclusion, behaviour, anti-bullying and teaching and learning. It will also be embedded within our whole School curriculum, ensuring that our curriculum reflects the diverse society we live in. We will include direct teaching about racism and the challenging of stereotypes, adapt the curriculum/teaching methods for bi-lingual learners, and celebrate a range of festivals and Black History Month. We will plan visits and visitors from a range of backgrounds.

9. Systematic Approach To Dealing With All Forms Of Direct & Indirect Discrimination

The School has a logging and reporting system which we shall ensure that all Staff, including agency Staff, new Staff and contractors know about. Our approach is to ensure that there is consistency of practice across the School and that all our Staff, pupils, and their families are aware of how we deal with all forms of discrimination. This involves dealing with the different types of incident that can occur e.g. pupil to pupil, Staff member to pupil, pupil to Staff member, Staff member to Staff member, other adults on premises. We recognise that it is important to remain calm and not judge the child or adult when there is an allegation of racism or discrimination, or when this has been witnessed.

Our procedures are as follows:

We follow the guidelines issued by the Borough of Tower Hamlets in dealing with all discriminatory incidents. These are:

1. Recording all incidents, including incidents which occur outside School hours but affect those within the School.
2. Reporting these incidents to Parents/Carers, Governors and the LEA, if appropriate.
3. Reporting to the governing body once a term on incidents that have occurred and action taken.
4. Reporting annually to the LEA The School is aware of its statutory duty to report racist incidents to the Local Authority.

10. Policy Review

We review the information about equalities in the Policy every four years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.