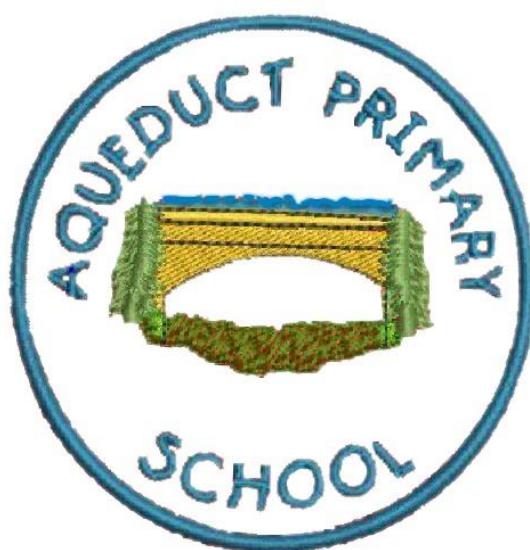


Aqueduct Primary School

Equality Policy and Equality Objectives



2021-2024

<i>Discussed and Agreed by Governing Body</i>	<i>March 2021</i>
<i>Discussed and Agreed by All Staff</i>	<i>March 2021</i>
<i>Next Review Date</i>	<i>February 2024</i>

Signed _____ Date _____

Signed _____ Date _____



Contents

Aims.....	2
Legislation and Guidance.....	3
The School Context.....	4
Gender.....	4
Race.....	5
Disability and special educational needs.....	5
British Values.....	6
Equality Objectives.....	6
General Duties.....	7
Specific Duties.....	7
Monitoring arrangements.....	8

Aims

The aim of this document is to outline how Aqueduct Primary School is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment/disabilities, social class or lifestyle. Aqueduct Primary School recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

This policy will:

- Ensure all learners are valued equally and have access to a full curriculum with opportunities to fully participate in the life of the school.
- Embed positive attitudes and relationships and a shared sense of cohesion and belonging.
- Ensure that diversity within individuals and groups is recognised and respected.
- Develop good equality practice in staff recruitment and development.
- Work to reduce and remove inequalities and barriers that already exist.

Aqueduct Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.



Building tomorrow, leading the way. This strapline underpins every part of our school life and ensures that we allow all of our pupils to have a successful journey through school which supports them in building a better tomorrow for themselves and others.

Our school values also encourage the staff and pupils to have an understanding of equality and inclusion. These are **kindness, positivity, happiness, respect, safety and learning**. Each half term, the children focus on a value and learn its true meaning alongside what it looks like for them and how they can show it in their everyday school life.

Aqueduct Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010.

Our school's complaints procedure covers all policies. If you have any concerns relating to equality in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this policy, including pupils, staff and governors of the school.

Legislation and Guidance

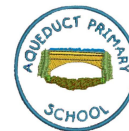
This document meets the requirements of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The 2010 Single Equality Act places a duty on governing bodies to publish information to show how their school complies with the Equality Duty. Based upon the above legislation, this Equality Policy identifies seven principles in which equal opportunity for all and the removal of barriers to learning and progress based upon gender, race or disability are recurring themes. It is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favorably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Regarding gender equality, we will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

Regarding sexual orientation, we will actively seek to:

- Promote equality of opportunity regardless of sexual orientation.



- recognise our equality duties as essential to reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the UN on the Rights of people with Disability, and the Human Rights Act 1998.

The School Context

Gender

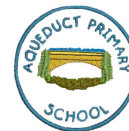
The school is a primary school and the year group the breakdown is as follows (February 2021).

Group	Boys/male	Girls/female
Reception	13 (45%)	16 (55%)
Year 1	13 (46%)	15 (54%)
Year 2	14 (52%)	13 (48%)
Year 3	17 (46%)	20 (54%)
Year 4	18 (49%)	19 (51%)
Year 5	25 (66%)	13 (33%)
Year 6	15 (42%)	21 (58%)
Senior Leadership	1 (25%)	3 (75%)
Teaching staff	3 (30%)	7 (70%)
Support staff	1 (5%)	19 (95%)

At Aqueduct, we monitor the progress of all groups of children, including boys and girls, and amend our planning, intervention and curriculum contexts to address their needs and interests.

All staff, through Performance Management and development meetings, have the opportunity to discuss their personal and professional aspirations. Wherever possible, our school supports staff in determining and continuing their own professional development. Through the staff handbook staff, are aware of reporting procedures should there be concerns about discrimination against themselves and others.

We consider ourselves lucky to have 4 male members of staff on our team which is above the average amount for primary schools in England. We hope that this allows our male pupils to feel represented and supported and for all of our pupils to see examples of gender equality and good role models of both genders.



Race

The school proactively meets its three statutory responsibilities to:

- Promote equality of opportunity in employment and through the delivery of education,
- Tackle racial discrimination,
- Promote good relations between communities.

The school promotes good relationships between different racial groups through an anti-racist curriculum and ethos by,

- Exploring children's own cultural heritage
- Learning about Black History Month
- Developing partnerships with other local schools
- Building on partnerships already in place with school communities from other countries
- Examining issues around commonality and interdependence through curriculum areas.
- Working with the Multi-cultural Development Service.
- Making use of a wide range of resources to deliver the curriculum.

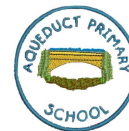
School has procedures in place for reporting racial incidents, which are followed up with children and parents.

Parents are responsible for supporting the school's equality policies and signing the home school agreement. Where appropriate the school also addresses issues around racism through the curriculum. In the case of absence, staff are sensitive to relevant community issues.

Disability and special educational needs

In addition to our generic admission arrangements, as a school, we take into account the specific needs of individuals including those with a disability.

- Pupils with disabilities will have equal access to appropriate learning opportunities, which take into account individual needs and disabilities.
- As a school we will facilitate access to the specialist support services when appropriate and necessary.



- Presently we have 2 disabled toilets, a disabled parking bay, a lift, a mobile hoist and a ceiling hoist. Areas of the school have been adapted for wheelchair access.
- Further advice on additional provision will be sought when necessary.
- Please see the Accessibility Plan and Special Educational Needs and Disability policy for more information

Our pupils identified as having Special educational needs are monitored by class teachers and the Special Educational needs Coordinator (SENCo) to ensure the school environment and curriculum is adapted to meet their needs and break down any barriers to learning. Their progress and attainment is monitored termly and any issues are addressed promptly. The Assess, Plan, Do, Review (APDR) cycle allows teachers and the SENCo to monitor progress in regards to the child's additional needs and show where adaptations need to be made. Please see the SEND policy for more information.

British Values

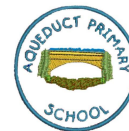
At Aqueduct Primary, we agree with the Department for Education's five-part definition of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These are taught through our curriculum, including Personal Development & Citizenship. We believe it is important that pupils are taught about their country and culture and how to be good citizens in the future. These are reflected in our school values of happiness, respect, positivity, learning safety and kindness.

Equality Objectives

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be considered. People identified in the following groups are considered to have a protected characteristic.



Protected Characteristics - school must take into account when publishing information:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics that schools do not have a direct duty:

- Age
- Marriage and Civil Partnership

General Duties

Aqueduct Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to: Eliminate unlawful discrimination, harassment and victimisation.

Promote equality of access and opportunity within our school and within our wider community.

Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Specific Duties

The school has a duty to publish information. Much of the information and analysis will relate to the school improvement plan, evaluations and pupil data - we intend to use the information to improve education for all groups in the school. At our school, we aim to be an inclusive school and provide equal opportunities throughout all aspects of our work and activities. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:



Objective	Reasoning	Actions	Preferred outcome
To support the gender unbalance in Year 5 to ensure the curriculum and teaching supports the boy heavy cohort. (pupil outcome)	There is a significantly larger percentage of boys to girls in the year 5 cohort (66%/33%). This has an impact on behaviour and learning and therefore, potentially progress and attainment.	Class teacher and SLT to monitor progress and attainment. Curriculum to be planned with engaging topics for both boys and girl.	Boys and girls with achieve equally and make expected progress.
To develop the curriculum to support Black History month and to include famous black/ethnic minority figures, authors, historians, scientists and artists. (curriculum outcome)	There is a push nationally for black and minority groups to be represented and future generations to have an understanding of black history.	Curriculum lead will support subject leaders to plan curriculum content including ethnic minority people. Staff will be supported in delivering Black history lessons.	Children will understand that ethnic minority groups are represented and included in our curriculum. Children within school will feel represented themselves.
To continue to develop the school buildings and classrooms to be accessible for all (physical outcome) (see Accessibility plan)	Classrooms have been adapted where a child is placed, however, as a child moves through the school, other classrooms may need reviewing and adapting.	SENCo and headteacher will collaborate with local council to ensure school building is adapted where necessary, SENCo will work with class teacher and pupils to adapt classrooms where necessary.	Children will be able to access the school building, classrooms and areas and have equal opportunities as others.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and headteacher.

Safeguarding



Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Tammy Lockley, Jo Clarke, Ash Palin, Cara Duppa, Lisa Batchelor and Eloise Harrow.