



# Equalities Policy

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# Equality Policy

## Introduction

Aldersbrook Primary School (APS) is an inclusive school where we focus on the wellbeing and progress of every child, and where all members of our community are of equal worth. We want to create an equitable, high-performing school (and workplace) which gives people from all backgrounds the support they need to thrive, grow and meet their goals (whatever they may be).

We use the term 'equitable' instead of 'equal' because we're focused on giving everyone what they need to be successful. Equality means treating people the same, but that only works if everyone starts from the same place and needs the same help. We recognise that this is not always the case, and that it is our responsibility to acknowledge these differences and give tailored support.

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 of different groups.

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.

The purpose of this Policy is to set out how our practice and policies pay due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance 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
- ensure that equality and inclusive practice are embedded across all aspects of school life; the Equality Policy includes recognition of a range of educational, wellbeing, and material outcomes

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

## Our Commitment

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our Equality Policy is inclusive of our whole school community – pupils, staff, parents, carers, visitors and partner agencies.

Intolerance and discrimination of any kind is wrong and we will not tolerate such attitudes among staff members, visitors, parents, carers or pupils. Staff, when they encounter it or when it is brought to their attention, will always challenge discriminatory or intolerant attitudes and behaviours, and will be supported to do so by the Head Teacher and Governors. The school will make a substantial effort to promote equality of opportunity for all and encourage good relationships with all cultural and racial groups.

We take an anti-racist stance, whereby we actively oppose racism and promote racial tolerance. We recognise, value and celebrate difference in its many forms, and ensure that our curriculum reflects this. We will ensure that the teaching anti-discrimination is a prominent focus of our curriculum.

We believe that learning about cultures and religions of the world helps our pupils to understand their own world and their place in it. By learning about how others live their lives, pupils show greater empathy and tolerance towards others. We understand the importance of a curriculum that represents the world around us, both at present and historically, and the importance of seeing differences reflected in all areas of our teaching and learning.

The school aims to ensure that it is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. The school is committed to promoting equality of opportunity for all, regardless of gender, age, race, belief, sexual orientation or ability.

We are committed to delivering effective Relationships, Health and Sex Education (RHSE) as we believe it is essential in order for young people to be able to make responsible and well informed decisions about their lives.

No member of staff, prospective member of staff, visitor, parent, carer or pupil will receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, ability, marital status or religious or political beliefs.

## **Our Approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities to embrace the following key concepts:

- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
  - **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
  - **Social cohesion** within our school and within our local community.
  - **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

## **Responding to Prejudice and Bullying**

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All hate incidents and prejudice-based bullying are reported to the teacher who investigates these incidents and logs it on the Racist Incident Tracker. The teacher and the Head Teacher offers support to victims and speaks to perpetrators. Parents of all children involved are called to a meeting with the designated teacher and/or the Headteacher as soon as possible. All incidents are formally reported to the governing board.

### **Implementation, Monitoring and Reviewing**

Implementation, monitoring and review are the responsibility of our Equality Diversity and Inclusion Lead, Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

This policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from all the different communities that make up our school. This will be communicated with all staff, parents, carers and governors by the Head teacher.

### **Roles and Responsibilities**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

<p><b>Our Head Teacher will...</b></p>	<p><b>Our Governing Body will...</b></p>
<ul style="list-style-type: none"> <li>● Ensure that all adults and children within our school community are aware of our Equality Policy</li> <li>● Oversee the effective implementation of the policy</li> <li>● Ensure staff have access to training which helps to implement the policy</li> <li>● Ensure that the school's actions are in line with the best advice available, through partnerships with external agencies</li> <li>● Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information</li> <li>● Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it</li> <li>● Co-ordinating the activities related to equality and evaluating impact alongside SLT, EDI Lead, the R.E. leader, Curriculum leader and Assistant Head for Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure the school complies with all equalities legislation relevant to the school community;</li> <li>● That procedures and strategies related to the policy are implemented</li> <li>● The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents</li> <li>● Support the Headteacher in implementing any actions necessary</li> <li>● Engage with parents and partner agencies about the policy</li> <li>● Evaluate and review the policy annually and the objectives every 4 years</li> </ul>
<p><b>Our school staff will...</b></p>	<p><b>Our Senior Leadership will...</b></p>
<ul style="list-style-type: none"> <li>● Be involved in the development of the Policy</li> <li>● Be fully aware of the Equality Policy and how it relates to them</li> <li>● Understand that this is a whole school issue and support the Equality Policy <ul style="list-style-type: none"> <li>● Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping</li> <li>● Not discriminating on grounds of race, disability, or other areas</li> <li>● Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Have responsibility for supporting staff in implementing this policy</li> <li>● Provide a lead in the dissemination of information relating to the policy</li> <li>● With the Head Teacher, provide advice and support in dealing with any incidents and issues</li> <li>● Assist in implementing reviews of this policy</li> </ul>
<p><b>Our pupils will...</b></p>	<p><b>Our parents will...</b></p>
<ul style="list-style-type: none"> <li>● Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability.</li> <li>● Be expected to act in accordance with the Policy</li> <li>● Be encouraged to actively support the Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Be given accessible opportunities to become involved in the development of the Policy</li> <li>● Have access to the Policy through a range of different media appropriate to their requirements</li> <li>● Be encouraged to actively support the Policy</li> <li>● Be encouraged to attend any relevant meetings and activities related to the Policy</li> </ul>

## Equality Goals and Objectives

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 it is unlawful for schools to discriminate against children and staff, or treat them less favourably, because of their gender, race, ability, religion or belief, gender, sexual orientation, pregnancy or maternity.

We strive to comply with the Public Sector Equality Duty. This requires us to:

1. Eliminate unlawful discrimination, harassment and victimisation;
2. Advance equality of opportunity between different groups;
3. Foster good relations between different groups.

### Goal One:

The curriculum is inclusive of all pupils and deepens their understanding of protected groups

Links to Duties	Actions and Success Criteria What will it look like when we're successful?	Time Frame for Key Milestones
1, 2, 3	<p>We actively seek diverse representation in all aspects of our curriculum. ( work begun on curriculum- Spring/summer 2024)</p> <p>Children to have access to a wide range of diverse class reading books ( many year groups ordered a book for Summer 2 2024)</p> <p>Reading corners in all year groups reflect and include the diverse community and multi-cultural society</p> <p>We find opportunities to teach anti-racism and anti-discrimination. ( PSHE – identity- EDI Lead and subject leader to monitor 2024/25 )</p> <p>We range beyond the National Curriculum to promote the importance of Black history and history relevant to our diverse community.</p> <p>Children demonstrate through pupil voice inclusivity in their work.</p> <p>We celebrate the differences in our community, and join wider celebrations nationally and internationally (such as World Autism Awareness Week).</p> <p>All subject areas reviewed and updated so that they are fit for purpose with the current direction of the school. ( started with Curriculum lead 2024 – continue to work on and monitor in order to embed)</p>	<p>2023/2024: Create and implement Review and embed 2024/2025:</p> <p>Review and refine 2024/2025</p> <p>Review and refine 2024/2025</p> <p>2023/2024: Create and Implement- Review and refine 2024/2025</p> <p>Ongoing</p> <p>2023/2024: Create and Implement- Review and embed 2024/2025:</p>

**Goal Two:**

Attainment and progress gaps between key groups across all subjects narrow any gaps

Links to Duties	Actions and Success Criteria What will it look like when we're successful?	Time Frame for Key Milestones
2	<p>We have a clear 'minimum entitlement' that all children are able to access and fully enjoy, alongside additional enrichment opportunities.</p> <p>We have a data system which allows us to monitor and analyse pupil achievement and progress by key ethnicity groups, gender and SEND. Behaviour and consequences ( EDI Lead to monitor and feedback to teachers)</p> <p>Teachers to act upon any trends or patterns in our data that require additional support for pupils or highlight training needs for staff.</p> <p>CPD training and INSET for EDI Lead to support staff with diverse curriculum and conversations</p> <p>Teachers demonstrate that they are aware of key groups specific In their class and those key groups' individual needs.</p> <p>Pupil voice shows that all children feel they can access the Curriculum and feel they make good progress in their learning.</p>	<p>Termly Pupil Progress meetings</p> <p>2024/Autumn Term EDI-L Create and implement</p> <p>2024/Autumn Term EDI-L Create and Implement</p> <p>2024/2025: Review and refine</p> <p>Review and embed 2024: Review and refine 2024/25</p>

**Goal Three:**

Maintain and further develop good relations between different groups within the school community

Links to Duties	Actions and Success Criteria What will it look like when we're successful?	Time Frame for Key Milestones
2,3	<p>Parents are consulted on key changes and Developments,( in relation to EDI) and that their point of view and opinions are heard, respected and appreciated. ( two meetings held- areas identified to work on and develop)</p> <p>Encourage and develop PTA to reflect our diverse school community</p> <p>We reach all parents in terms of communication from the school, so that no groups are at a disadvantage. (Information on website/translations?)</p> <p>All colleagues have development and leadership opportunities, regardless of their belonging to a protected group. (Head/SLT EDI to continue to encourage staff to develop through training and individual CPD)</p> <p>The Governing Body is reflective of the school community, is diverse and representative of all groups across society, celebrating and valuing those with protected characteristics.</p> <p>We celebrate the differences in our community, and join wider celebrations nationally and internationally (such as Diversity Week).</p>	<p>2024/ EDI= C-L Create and Implement</p> <p>2024/2025: Review and refine</p> <p>Create and Implement 2024/5</p> <p>CL Create and Implement 2024/2025: EDI Review and refine</p>



## Statement of Intent

This policy is broad in scope policy covering the following protected characteristics

### Race Equality Statement of Intent

There are opportunities in our curriculum to explore concepts and issues relating to identity and equality. Through our work we promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.

The school recognises that racial discrimination exists in society and aims to counteract this by publicly supporting ethnic, cultural, religious, linguistic and social diversity. Good personal, community and race relations are actively promoted alongside community cohesion.

Clear procedures are in place to ensure that racist incidents, discrimination and harassment are dealt with promptly, firmly and consistently. If an incident occurs then a Racist Incident form is completed and sent to the Deputy Head; actions are taken and the form is stored in a file in the Deputy Head's Office. These incidents are monitored with appropriate actions and reported to the Governors on a termly basis.

The school is committed to addressing racial discrimination in all its forms. This is reflected in our policy for appointing staff and governors and supporting pupils and parents.

Recruitment and selection procedures are consistent with the statutory race relations code of practice in employment. We follow the policies of the London Borough of Redbridge in reference to employment, pay and personnel practice.

The school environment, including displays, uses images and materials which positively reflects the range of cultures, identities and lifestyles of our community.

Curriculum planning takes into account the diverse ethnicity, background and language needs of all its pupils. This is monitored by the school on a regular basis by the Curriculum leader and EDI Lead.

Teaching methods encourage positive attitudes towards ethnic difference, cultural and diversity and racial equality. The school actively ensures that all resources are inclusive.

All staff have equal access to training and this is reviewed by the Headteacher on an annual basis. Professional development meetings and appraisals takes place for all staff.

The school recognises the importance of language to a child's sense of identity and esteem and celebrates the home languages of all pupils.

We are also aware of the languages spoken by pupils' parents and the school community and, when needed, use translators. The majority of staff are bilingual and actively use their skills to engage parents and pupils.

The school recognises that all parents are a valuable resource and we value their contribution to school life.

All pupils have the opportunity to participate in festivals celebrating different faiths and provision is made for pupils to take time off for religious observance.

The school values the achievements and progress of all pupils including those from minority ethnic groups. Procedures are in place for monitoring all children's progress through tracking.

The admission process is fair and equitable to pupils from all ethnic groups. Pupils are admitted to the school through the admissions process of the London Borough of Redbridge.

All pupil attendance is monitored and steps are taken to deal sensitively with any issues causing concern.

### Gender Equality Statement of Intent

We are fully committed to gender equality. There are opportunities in our curriculum to explore concepts and issues relating to identity and equality.

The school recognises that gender discrimination exists in society and aims to counteract this by publicly supporting equality of opportunity between men and women, including boys and girls. Good personal and community relations are actively promoted alongside community cohesion.

The school is committed to addressing unlawful discrimination and harassment. This is reflected in our policy for appointing staff and governors and supporting pupils and parents and also within the recruitment and selection procedures used. All staff are eligible for maternity and paternity leave.

Curriculum planning and the resources used actively promote positive gender roles and seek to expound stereotypes. For example the school celebrates international women's day and looks at positive role models within school topics.

Pupils are discouraged from using sexist language and commended when they challenge such language

<p>At a practical level we will not separate pupils out on the basis of gender. This means:</p> <ul style="list-style-type: none"> <li>▪ Registers are alphabetical not gender based</li> <li>▪ Collaborative working will take place in mixed gender groups</li> <li>▪ All pupils will wear the same uniform and PE kit. All pupils can wear any item from the school uniform list.</li> <li>▪ All pupils will have the same access to sporting and other activities</li> <li>▪ Pupils are not lined up separately based on gender</li> <li>▪ We expect all pupils to achieve equally well and we monitor any gaps between genders</li> <li>▪ We expect all pupils to behave equally well</li> <li>▪ All pupils will be expected to complete the same extra-curricular activities such as cooking and to carry out jobs such as carrying light equipment, tidying or washing up</li> </ul> <p>All pupils will work together in a constructive manner</p>
The school will demonstrate sensitivity with regards to the privacy of pupils who are required to dress and undress in school for sports activities.
We will establish with parents whether a pupil can be assisted by a male or female staff in a medical emergency.
We will use our newsletters, and meetings with parents to inform and celebrate with our community the achievements of all our pupils.

<b>Disability Equality Statement of Intent</b>
Disability is defined in the Equality Act 2010.
Children with disabilities have full access to all the facilities and resources available in school. They will be given the additional resources needed to fulfil their full potential and will be given the opportunity to learn alongside other pupils of their age.
We are committed to early intervention and supporting pupils through target setting and tracking.
We keep detailed records of academic and other progress made by pupils with disabilities and work hard to involve them in decisions made about their care and education
Resources that represent disabled people participating and achieving are incorporated across the curriculum. The staff will identify opportunities across the curriculum to challenge stereotypes about disability.
Pupils are discouraged from using derogatory language and commended when they challenge such language. Name calling and bullying is dealt with under the school's anti-bullying strategy.

<b>Religion/Belief, Sexual Orientation, Age Equality – Statement of Intent</b>
Regardless of age, sexual orientation, religion/belief pupils will: <ul style="list-style-type: none"> <li>▪ Work and play together in a constructive manner</li> <li>▪ Receive the support they need to achieve their potential</li> <li>▪ Will be protected from name-calling and bullying</li> <li>▪ Have access to resources and facilities</li> <li>▪ Receive the support they need to achieve their potential</li> <li>▪ Be involved in decisions made about their education and care as far as practicable</li> <li>▪ Have the opportunity to learn about how to challenge discrimination</li> </ul>
The heritage of all our pupils is recognised and appreciated as an aspect of their identity. The school will emphasise belonging to APS and the community as part of that identity.
Pupils will be discouraged from using ageist or homophobic language and language that is intolerant of another's belief or religion.
We will use resources that reflect religious diversity and those that portray people of all ages, religions, both sexual orientations and beliefs in a positive manner.
Pupils will have the opportunity to participate in religious education as part of the agreed RE syllabus as agreed by the local SACRE.
All pupils will be given the opportunity to observe religious and cultural traditions, especially at a time of important festivals such as Christmas, Eid, Diwali, Easter, Guru Nanak's birthday, Chinese New Year,
Pupils will be allowed up to three days religious observance as part of the agreed LBR attendance policy.
All pupils will be allowed to adapt the school uniform and to worship in ways that do not conflict with the religious conventions of their home and this is balanced with consideration for health and safety.
People of all backgrounds are asked to participate in school life and we record and deal with matters of bullying and discrimination in a consistent and effective manner in line with LBR procedures.

## **Community Cohesion**

At APS we benefit from a culturally rich community. Our immediate community consists of the pupils, the staff, the parents and families. However, we also have many other partners within the educational process. It is helpful to see these partners at various levels.

- The school community: pupils, staff, parents and families
- The geographical community: those within the vicinity of our school
- The extended community: Local Authority, link schools, and partners within the extended schools programme
- Global community: links with Schools around the world through 'e-twinning' and other global partnerships
- Communities of interest: faith groups, language or ethnic groups, environment groups, clubs and communities of friends

### **We intend to contribute to community cohesion by:**

- Promoting understanding and engagement between communities through partnerships e.g. school links from local to internationally
- Encouraging all our pupils and their families to feel part of the wider community through an active PTA and school based events
- Understand and respond to the needs and aspirations of the school community by actively listening to the community e.g. parent workshops
- Tackling discrimination
- Increase life chances for all by achieving high standards.
- Ensuring the school curriculum and teaching explores and addresses issues of diversity