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# HIGH LANE PRIMARY SCHOOL

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## Equality and Diversity Policy and Objectives

(based on Stockport Model Policy)

Date policy was agreed with Governors	Autumn 2022
Review Date (Govs)	Autumn 2024 or as necessary
Person(s) Responsible	Headteacher
Signed:	Date:

At High Lane Primary School, we value every child as an individual and believe it is essential for every child to meet their full potential in a safe, happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills knowledge and understanding to thrive within an ever-changing world.

We seek excellence and enjoyment in everything we do.

# 1. Context

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Stockport Diversity and Equality Policy and Comprehensive Equality Scheme
- Equality Act 2010

## 2. Aims and Values

Our school ethos states:

High Lane Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At High Lane Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At High Lane Primary School we seek to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

We aim to:

- provide a secure environment in which all our children can flourish
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy /maternity);
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others:
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

## 3. Leadership, Management and Governance

High Lane Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

### Responsibilities

#### The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

## The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

## All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

## 4. Policy Planning and Review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at High Lane Primary School are considering all aspects of diversity and equality in this comprehensive policy to be followed by a revised specific equality action plan with clear objectives in relation to all strands covering a four-year period.

### Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. (Schools to detail some whole school systems. Eg. achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

### Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of scaffold and/or differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

## Appendix 1

# High Lane Primary School

## Equality Information - Information for school website

### Public Sector Equality Duty (Updated Autumn 2022)

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to: **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

High Lane Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 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.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

#### Equality Information

Number of pupils on roll at the school: 162

Age of pupils: 3 to 11

#### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

#### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils eligible for Free School Meals (FSM)

Pupils with Special Educational Needs and Disabilities (SEND)

Disadvantaged group

Pupils with English as an Additional Language (EAL)

Young carers

Looked after children

Other vulnerable groups



It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk\*.

<b>Race/Ethnicity</b>	<b>%</b>
Any other mixed background	3
Any other White background	1
Chinese	2
White - British	84
White and Asian	2
White and Black African	1
White and Black Caribbean	6
Other	1

**Gender:** 50% male, 50% female

**Pupils eligible for Free School Meals (FSM):** 9.6%

**Pupils eligible for Pupil Premium Funding – Disadvantage group:** 9.6%

**Pupils with Special Educational Needs and Disabilities (SEND):** 12.6%

**Pupils with English as an Additional Language (EAL):** 4.2%

**Young carers:** 0%

**Looked after children:** 0%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

#### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at High Lane Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

Adoption of the Equality and Diversity Policy

Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying

Reporting, responding to and monitoring all racist incidents

Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success

Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary

Ensuring that all pupils have the opportunity to access extra-curricular provision

Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

#### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

Using the information we gather to identify underachieving groups or individuals and plan targeted intervention

Ensuring participation of parents/carers and pupils in school development

Listening to parents/carers

Listening to pupils at all times

**Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

Ensuring that High Lane Primary School is seen as a community school within our local community

Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

## **Appendix 2**

### **High Lane Primary School Equality Objectives - Information for school website Public Sector Equality Duty (Updated September 2022)**

At High Lane Primary School, 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 out the following objectives:-

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement