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**EQUALITY POLICY**

**This Policy was adopted by the Full Governing Body of**

**Littletown Primary Academy**

**on 16th March 2021**

**signed…………………………………………………..**

**(Chair of Governors)**

**Date Policy to be reviewed on:**

**March 2025**

**Equality Policy**

**Littletown Primary Academy and Nursery School**

*This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the* [*Equality Act 2010*](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf) *and* [*non-statutory guidance*](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf) *set out by the government in December 2011 and March 2012. Part One sets out the school’s aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. To view the school’s current equality objectives see Appendix 1*

The primary aim of Littletown Primary Academy and Nursery School is to enable all pupils to take part as fully as possible in every part of school life by developing each child’s self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At Littletown Primary Academy and Nursery School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

* We will take reasonable and necessary steps to meet pupils’ needs by using a variety of approaches and planning [reasonable adjustments](#reasonable_adjustments) for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible, inclusive and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
* We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
* We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
* We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
* We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified.
* We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask [health-related questions](#health_questions) to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
* We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
* We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to [promote and advance equality](#audit_the_curriculum).
* Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of [prejudice-related bullying](http://www.babcock-education.co.uk/ldp/view_folder.asp?folderid=125847&depth=1&rootid=125847&level1=&level1id=) (follow link to new DCC guidance).
* We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
* Our PSHE and Sex education Curriculum, Jigsaw, raises awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing [community cohesion](#cohestion) and an understanding of the effects of discrimination.
* We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our [accessibility plans](#access_plans).
* We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
* We will ensure that all staff are aware of their [legal duties](#legalduties) under the Equality Act 2010, the different forms of [discrimination](#discrimination) and what ‘[reasonable adjustments](#reasonable_adjustments)’ mean in practice.
* We will maintain and update an [equality page](#SDP_equality_website) on the school website to show how it we are complying with the [Public Sector Equality Duty (PSED)](#public_equality_duty) in the Equality Act 2010 and advancing equality of opportunity.
* When drawing up policies, we [will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (DCC policies will have already had EIAs carried out).](http://www.devon.gov.uk/impact)

**Policy agreed: Date of next review:**

**Signed:**

Part Two

**Our Legal Duties**

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) could be vicariously liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

**The ‘Protected Characteristics’ within equality law are:**

* **Age -** A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
* **Disability -** A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
* **Gender reassignment -** A person (usually with ‘gender dysphoria’) who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). ‘Trans’ is an umbrella term to describe people with this ‘Gender Identity’. ‘Intersex’ or ‘Third Sex’ is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of [gender dysphoria](#gender_dysphoria) and therefore it is relevant in any school environment. ([The Intercom Trust](http://www.intercomtrust.org.uk/portal.htm) in Devon supports schools in supporting children undergoing gender reassignment). See Appendix 2.
* **Marriage and civil partnership –** Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
* **Pregnancy and maternity -** Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
* **Race -** A person’s colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
* **Religion and belief -** Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
* **Sex -** A man or a woman.
* **Sexual orientation -** A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends ‘questioning’ or ‘coming out’ when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

*It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because of his parents sexuality It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.*

**‘Prohibited Conduct’ (acts that are unlawful):**

* **Direct discrimination** - Less favourable treatment because of a protected characteristic.
* **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
* **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
* **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
* **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
* **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
* **Pregnancy/maternity related discrimination** -Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
* **Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

**Public Sector Duties (applies to schools):**

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

*In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.*

**Reasonable Adjustments and Accessibility Plans (Schedule 10)**

Schools are required to:

* Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
* Take reasonable steps to provide auxiliary aids/services.
* Provide information in an accessible format.
* Develop and implement (by allocating appropriate resources) Accessibility Plans which will
  + Increase disabled pupils’ access to the school curriculum
  + Improve the physical environment
  + Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

***For more information download guidance from the DfE:*** <http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and ***Equality Human Rights website:***

[http://www.equalityhumanrights.com](http://www.equalityhumanrights.com/) which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

**Responsibilities**

**Governing Body**

* Ensure that the school complies with equality-related legislation.
* Ensure that the policy and its procedures are implemented by the Headteacher.
* Ensure all other school policies promote equality.
* Give due regard to the Public Sector Equality Duty when making decisions.

**Headteacher**

* Implement the policy and its related procedures.
* Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
* Take appropriate action in any case of actual or potential discrimination.
* Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
* Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

**All staff**

* Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
* Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
* Promote equality and good relations and not discriminate on any grounds.
* Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
* To be models of equal opportunities through their words and actions.

**Pupils**

* Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

**Visitors (e.g. parent helpers, contractors)**

* To be aware of, and comply with, the school’s equality policy.
* To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

**Apendix 1**



**Littletown Primary Academy School and Nursery**

**Equality Information and Objectives - Information for school website**

**Public Sector Equality Duty (February 2021)**

[**Public Sector Equality Duty**](https://www.gov.uk/government/publications/public-sector-equality-duty)

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.

Littletown Primary Academy School and Nursery 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:**

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| **Number of pupils on roll at the school:** 444 | |
| **Age of pupils:** 3 to 11 | |
| **Gender: 51%** male, **49**% female | |
| **Race/Ethnicity** | **%** |
| **White**  -English  -Welsh  -Scottish  -Northern Irish  -British | **0.2%**  **93.5%** |
| **Any other White Background** | **2.5%** |
| **Mixed or Multiple ethnic groups**  -White and Black Carribean  -White and Black African  -White and Asian | **0.9%**  **0.4%**  **0.4%** |
| **Any other Mixed or Multiple Ethnic Background** |  |
| **Asian or Asian British**  -Indian  -Pakistani  -Bangladeshi  -Chinese  -Thai | **0%**  **0%**  **0%**  **0%**  **0.9%** |
| **Any other Mixed or Multiple Ethnic Background** | **0.6%** |
| **Black, African, CAribbean or Black British**  -African  -Caribbean | **0.2%**  **0%** |
| **Any other Black, African or Caribbean Background** | **0%** |
| **Other Ethnic Group**  -Arab  -Any other Ethinic Group | **0%**  **0%** |
| **Refused** | **0.4%** |

**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 (SEN)
* Disadvantaged group
* Pupils with English as an Additional Language (EAL)
* Young carers
* Looked after children
* Other vulnerable groups

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| **Pupils eligible for Free School Meals (FSM):** | 9 % |
| **Pupils eligible for Pupil Premium Funding – Disadvantage group:** | 12% |
| **Pupils with Special Educational Needs (SEN)** | 13% |
| **Pupils with English as an Additional Language (EAL)** | 3% |
| **Young carers** | 2% |
| **Looked after children** | 0.002% |

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 Littletown Primary Academy and Nursery. ‘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 single Equality Scheme
* 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 Littletown Primary Academy and Nursery is seen as a community school within our local community
* Ensuring that equality and diversity are embedded in the curriculum and in our RSE and health education.

**Equality Objectives**

At Littletown Primary Academy School and Nursery, 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.

**Objective 1**

To ensure that 100% of children who have been identified as EAL (excluding children where Communication and Interaction difficulties have been identified) will have the opportunities and support, to enable them to be assessed as ‘Competent’ or ‘Fluent’ speakers of the English language by the end of Key Stage 2. (See EAL Policy 2020-2021).

**Objective 2**

To promote mental health and wellbeing in children with protected characteristics.

**Objective 3**

To promote understanding and respect for differences, fostering positive attitudes and relationships with a shared sense of cohesion and belonging through our RSE and Health curriculum.

**Appendix 2**

**Supporting Transgender Children at Littletown Primary Academy**

**What is gender identity?**

For some people, it is not appropriate to think of gender identity as being totally female or totally male. They may consider their gender identity to be fluid, partially male and partially female or they may consider themselves to be ungendered. When the person experiences a discomfort or distress at the mismatch between their gender identity and physical sex it is referred to as gender dysphoria. The important thing is to validate the young person’s identity as it is now and support any changes that may arise as they come to explore their gender identity further.

**Transgender/Trans/trans**

These are umbrella terms used to describe people who identify as:

Transgender

Transsexual

Transvestite (a person who wears the clothes of the opposite sex. Not always a transgender person)

Intersex (reproductive anatomy doesn’t fit the typical definitions for male or female Both male and female  
Non-Binary (Neither male nor female)   
Gender fluid (gender changes between male and female repeatedly)   
Androgynous (partly male and female in appearance)   
A third gender  
Who have a gender identity which we do not yet have words to describe

**Transgender Person**: A person whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

**Transsexual Person:** A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most transsexual people actively desire and complete gender re-assignment surgery.

**Why is this important?**

Trans children and young people are a particularly vulnerable group. Someone whose gender presentation appears different from their biological sex could be vulnerable to transphobic bullying but could also suffer from homophobic or sexist and sexual bullying.

**Littletown Primary Academy will give consideration to:**

**Seating plans**

Pupils who may report that boy-girl seating is the most frequent cause of stress. For non-binary pupils (those who identify as neither male nor female), such arrangements erase their gender entirely

**Recognise and challenge transphobia**

Challenging homophobic language and transphobia including,  educating students that is unacceptable to misgender one another as “banter and why this is harmful and adopting a zero-tolerance policy on  transphobia.

**Names**

Respecting pupils’ choices of name – for trans pupils, this sends the important message that we accept their identities unfailingly.

**Ensure safe spaces for Trans students**

Toilets and places to change for P.E for Trans students can be difficult. Gender neutral toilets create a safe space (the disabled toilet can be considered as gender neutral space).  A toilet specifically designated as a gender neutral toilet could be considered.

**Curriculum**

Ensuring the RSE and Health Education curriculum, (Jigsaw) includes ‘Celebrating Differences.’ All pupils are taught about gender identities, as age appropriate.

**Language in Policies and the Uniform Policy**

School policies and information using gender neutral pronouns, including considering the uniform policy to be gender neutral (removing the reference to girls’ or boys’ uniform and keeping it just as ‘uniform).

**Appendix 3**

**Definitions**

Equality This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive Where everyone’s differences are valued, ensuring that everyone can participate and thrive.

Diversity Recognising that we are all different and acknowledging the benefit of those differences. .

Cohesion People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From the school’s perspective, the term “community” has a number of meanings:

* The school community – the students we serve, their families and the school’s staff.
* The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
* The community of Britain – all schools by definition are part of it.
* The global community – formed by European and international links.

Gender Dysphoria **Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.**

Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.