



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU  
Headteacher: Miss Amy Wareham

*Together we grow at Newport Primary School*

## Equality Information and Objectives

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**This is a Statutory Policy that is approved by the Headteacher.**

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## Introduction

In line with the Equalities Act 2010, Newport Primary School – as a Public Body must comply with the Public Sector Equality Duty, The Gender Equality Duty, The General Race Equality Duty and has had a requirement since April 2012 to publish Equality Information and Objectives that demonstrates that we have due regard for the need to:

- Eliminate any unlawful discrimination, harassment, and 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.

This policy describes how the school is meeting its statutory duty and complying with the Public Sector Equality Duty and is in line with national guidance. It also includes guidance to staff and visitors about our approach to promoting equality. Furthermore, the policy serves to inform all stakeholders so that we have a shared understanding of expectations.

## Mission Statement

Newport Primary School recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create an employment culture through its Governing Body, Senior Leadership Team, other employees and volunteers, in which adults and children can feel confident of being treated with fairness, dignity and respect, regardless of their individual differences. This commitment extends to the whole school community and others connected with it. British Values, alongside the school values are embedded within the culture and curriculum at Newport Primary School and actively help to develop our children into responsible citizens.

Newport Primary School will uphold its obligations under law not to discriminate in any of its activities against children, parents, prospective children and their families, employees or applicants for employment and other service providers on the grounds of their disability, sex, sexual orientation, gender identity, gender reassignment, race (inclusive of colour, nationality, ethnic or national origins), religion, or belief, age, marriage and civil partnerships, pregnancy and maternity. These are known as protected characteristics.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The achievement of children will be monitored by race, gender and disability and we will use this data to support children, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Newport Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Equality and the Law

[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 children 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 provision related to children.

### ***Race Equality***

The definition of race includes colours, nationality and ethnic or national origins. The General Race Equality Duty requires us to have due regard for the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

### ***Religion Equality***

The Equality Act defines religion as being any religion and belief as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. This does not include political beliefs. The Equality Act is clear than unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

### ***Disability Equality***

The [Disability Discrimination Act \(DDA\) 2005](#) placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people; taking steps to meet disabled people's needs, even if this required more favourable treatment.
- Ensure reasonable adjustments are made for children with SEND to ensure they are able to access the school environment and curriculum.

Please also refer to our Special Educational Needs Policy, SEND Information Report and Accessibility Plan.

### ***Gender Equality***

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and, male children and between women and men and transgender people.

### ***Sexual Orientation***

Schools need to make sure that no children are treated less favourably due to their sexual orientation. The teaching of marriage must be done in a sensitive, reasonable, respectful and balanced way. Teaching should be based on facts and should enable children to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

### ***Community and Cohesion***

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on governing boards of state schools to promote community cohesion. Community cohesion encompasses promoting good relationship between children from different faith, races, beliefs and socio-economic backgrounds. The duty came into force on the 1<sup>st</sup> September 2007.

## **Mainstreaming Equality into Policy and Practice**

As well as the specific actions set out in our action plan, the school operates equality of opportunity in its day to day practice in the following ways:

- All staff ensure the classroom is an inclusive environment in which children feel all contributions are valued. Positive steps are taken to include children who may otherwise be marginalized.
- Including teaching methods and classroom-based approaches that are appropriate for the whole school but which are inclusive and reflective of the children at Newport Primary School.
- Using opportunities outside of the curriculum e.g. Snack and Chat and assemblies to discuss issues of equality in an age appropriate way.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures – engaging parent/carers/wider family members and members of the governing body and staff team where appropriate.
- The school provides an appropriate curriculum for children of all backgrounds and uses materials that reflect the diversity of the school population, local community and wider world in terms of race, gender and disability, without stereotyping.
- The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of all protected characteristic groups.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all children.
- The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.
- Newport Primary School will ensure that it pays due regard to equality considerations whenever significant decisions are made. The school will always consider the impact of these decision on particular groups e.g. when planning a school trip we will consider
  - accessibility for all children and staff
  - impact on religious holidays or festivals
  - equivalent facilities for boys and girls
  - is a venue that promotes equality in the same way that our school does

## **Equal Opportunities for Staff**

We are committed to the equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are based on merit and ability and in compliance with the law. However, as a setting we do endeavour to staff the school so that it is reflective of the diversity of our community.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Protected Characteristics are considered when appointing staff or when allocating Teaching and Learning Responsibilities (TLR), moving a teacher to the Upper Pay Scale or re-evaluating staffing structures, to ensure decision are free of discrimination.

## **Consultation**

We are always reflective of our policies and practices and seek the opinions and input from all our stakeholders. When creating our action plan, we considered:

- parent feedback from Parent Forum, questionnaires and informal discussions
- feedback and input from staff during staff meetings, INSET days, informal discussions and staff surveys
- feedback from the School Council and other children in pupil leadership roles
- feedback from pupil voice
- responses from children during the teaching and learning of a topic or after an assembly or visiting speaker
- trends in behaviour
- trends in safeguarding concerns
- issues raised by a stakeholder and/or external agency
- feedback from governor monitoring, training, visits or meetings

## **Roles and Responsibilities**

### ***The role of governors***

- The Governing Body has set out its commitment to equal opportunities in this plan and will continue to do so to ensure that Newport Primary School is an inclusive school to all children and is responsive to their needs based on the protected characteristics.
- The Governing Body seeks to ensure that when applying for jobs at Newport Primary School nobody is discriminated against on the grounds of the protected characteristics
- The Governing Body will remain committed to ensuring that they are not being discriminatory of protected characteristics when they are making decisions at Governing Body meetings by taking time to consider the agenda point at each meeting.
- The Governors welcome all applications to join the school, whatever a child's socioeconomic background, race, disability or gender. The Governing Body ensures that no child is discriminated against whilst at Newport Primary School on account of their protected characteristics.

### ***The role of the Headteacher***

- It is the responsibility of the Headteacher to implement the school's equality plan and is supported by the Governing Body in doing so.
- It is the responsibility of the Headteacher to ensure that all staff are aware of the plan and that all members of staff have a shared understanding of the aims and ambitions of the equality plan and furthermore are understanding and supportive of its intentions.
- The Headteacher, alongside the Senior Leadership Team promotes the principle of equal opportunity when developing the curriculum and promotes respect and an inclusive ethos to allow all to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racists incidents, with due seriousness.

### ***The role of all staff (teaching and non-teaching)***

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's equality plan.
- All staff will strive to make a conscious effort to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

- All staff will challenge any incidents of prejudice, racism or homophobia and record them in the appropriate way alerting the Headteacher and/or a member of the Senior Leadership Team.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a child's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by members of staff that have been informed or where present for the incident. This can then be escalated to a class teacher or the Headteacher where necessary. All incidents will be reported to the Governing Body on a termly basis via Full Governing Body meetings.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and/or games, unwanted looks or comments, jokes or graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity; nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats; Incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit other to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and Reporting Incidents**

It should be clear to children and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the wellbeing of the whole school. All staff are expected to follow the agreed policies and procedures in respect of reporting incidents of discrimination with reference to the appropriate policy. The Behaviour Policy and Curriculum outlines the key procedures, e.g. in respect of bullying, or racial discrimination and is reviewed annually. Staff are reminded periodically about

appropriate reporting and recording procedures. All policies are available on either the school website, the staff server or My Concern.

#### **Review of Progress and Impact**

The plan has been agreed by our Governing Board. We will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four year cycle.

We make regular assessments of children's learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

Equality Action Plan					
Equality Strand	Action	Monitoring	Responsibility	Time frame	Success Indicators
All	Publish and promote the Equality Information Policy and plan with parents/carers via the school website and newsletter and with staff members via internal communication methods.	Feedback/comments or complaints relating to equality	Headteacher	Annually	All stakeholders are familiar with the principles of the policy and plan.  Staff members purposefully consider these principles when planning and delivering the curriculum.
All	Pupils' achievement and attendance data is analysed by race, gender and disability  Under achieving or vulnerable groups are identified and effective action is put in place by tailor support to meet the needs.	Data tracking  Pupil progress meetings  In house attendance meetings  Essex County Council Targeted Support Meetings (TSM)  Provision mapping  One Planning/Annual Reviews	Senior Leadership Team  Governing Body  Teachers  SENDCo	Half termly or termly data tracking  Monthly in house attendance tracking meetings  Termly TSMs	Analysis of assessment data and attendance data to identify gaps and plan how gaps can be narrowed  Attendance target achieved  Children's gaps are narrowing
All	Ensure that all children are represented within the curriculum materials that are used <u>e.g.</u> skin tone pencils, images used in activities, books etc  Ensure that the curriculum promotes role models that our children can positively identify with, which reflects the school's diversity this includes race, challenging gender stereotypes,	Increase in pupil's participation, confidence and achievement levels  Pupil voice gathered by Subject Leaders  Increase of children's understanding of different cultures  Governor monitoring visits that focus on safeguarding and/or	SLT and all teaching staff share a commitment to promoting diversity.	Ongoing  Regular reviews to take place in staff meetings for reflection	Children are able to identify various significant groups and can share knowledge and understanding of these groups.  Reduction in negative or derogatory comments relating to minority groups.  Children positively

	<p>different family make ups and same sex relationships and disability.</p> <p>Assemblies and snack and chat continue to be an opportunity to promote diversity.</p> <p>SLT and Subject Leaders seek the contributions of outside speakers to promote and contribute to the understanding of the diverse culture we live in and to promote cultural awareness.</p> <p>SLT and Subject Leaders plan events that invite members of our school and local community to share their own experience and knowledge</p>	<p>behaviour and attitudes</p> <p>SLT observations of lessons, snack and chat and assemblies.</p>			<p>identify with the diversity they are exposed to.</p> <p>Increased awareness of different communities, cultures <u>under represented</u> groups profile is raised</p> <p>Children are able to identify different groups/cultures and state facts</p>
All	<p>The RSHE Curriculum that has been introduced is embedded and promotes the race and gender equality principles</p> <p>RSHE Curriculum shared with parent community via newsletter, school website and workshop.</p> <p>The diversity of family life is reflected in all teaching where appropriate</p>	<p>Pupil Voice gathered during governor visits such as safeguarding and behaviour and attitudes</p> <p>Pupil Voice gathered from Subject Leader</p> <p>RSHE work from lesson observations and book looks</p> <p>Observations of</p>	<p>SLT, RSHE Subject Lead and Teachers</p>	<p>Termly review of subject</p> <p>Updates to Governing Body during termly Standards Committee Meetings</p> <p>Annual review of RSHE curriculum for parents/carers</p>	<p>Behaviour of children in terms of the eradication of homophobic, racist or misogynistic language</p>