



## Equality and Diversity

**Approved by:** S.Owen  
**Last reviewed on:** March 2025  
**Next review due by:** March 2026

**Date:** 01.03.2025

Signed by: Roy Fisher (Chair of Governors)    Signed by: Jonathan Clucas (Head Teacher)

## **Background:**

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and in April 2012 schools had the specific duty to publish information and the specific duty to publish objectives. The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

## **The aims of this policy:**

- To ensure that our school promotes equality and diversity for all members of our school community.
- To ensure there is an inclusive environment for all, at all times.
- To eradicate prejudice and discrimination of any kind and ensure all members of our school community are treated fairly.

We pledge that no one in our school community will be discriminated against because of their (Protected characteristics):

- Age
- Race
- Gender
- Sex
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Layton Primary School is committed to increasing everyone's understanding of, and appreciation for diversity. Our school community promotes a prejudice free environment and we aim to abolish all prejudicial incidents. Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender or gender re-assignment or any other recognised area of discrimination including pregnancy and maternity. We use a variety of strategies to ensure our school community is a place where everyone feels safe, secure of equal worth, such as the following:

- Our curriculum is fair, balanced and inclusive for all.
- All members of our school community are treated fairly at all times.
- Encouraging a culture of open mindedness and compassion for others around us.
- Calling out bias in order to move a conversation forward.
- Delivering challenging and controversial concepts in a way that prevents discrimination and promotes inclusive attitudes.

- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Identify resources and training that support staff development.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Involving parents in their child's education in appropriate circumstances.
- Promoting an environment where every member of our school community is listened to.
- Approaching certain areas of learning sensitively and appropriately to promote inclusivity.

Whether it is direct or indirect, we do not tolerate any form of prejudice or discrimination. Where there is a report made of prejudice or discrimination, this will be dealt with as a priority and we will ensure that action is taken to provide a resolution which is fair for all involved, as quickly as possible. All members of our school community are encouraged to speak out about any incidents relating to discrimination or prejudice and know they will be supported in doing so. At Layton Primary School, we want our pupils to be prepared for adulthood with an understanding of a multi-cultural society and how diversity is beneficial as long as the needs of the individual are always respected.

#### **Monitoring and Evaluation:**

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

#### **Teaching, learning and curriculum planning:**

At Layton Primary School, we believe in a highly challenging curriculum that focuses on pupil's needs. We are committed to protecting and delivering a broad and balanced curriculum to provide all learners with opportunities to succeed in different aspects of school life and find their strengths and talents by doing so. We believe that all learners, regardless of their age, race, gender, religion, sex, disability or any other protected characteristic should be encouraged to reach their full potential. We also strongly believe that a learner's full potential is indeterminable and should not be limited in any way and we always aim to cater to those who exceed age related expectations in certain aspects of learning.

Further to this, at Layton Primary school, we also have a clear understanding of pupils with special educational needs and how to meet these needs. There are various ways in which our school meets the needs of pupils who are on the special educational needs register under the four main areas of need:

**Cognition and Learning:**

Where a pupil is not meeting age related expectations in certain or all aspects of their learning due to a need in the area of cognition and learning, the class teacher will plan accordingly to ensure that age appropriate learning takes place. This can take place either inside the classroom or sometimes in withdrawal groups where absolutely necessary. Progress is monitored closely by the class teacher and the SENCO and cycles of 'assess, plan, do, review' paperwork is regularly updated with appropriate targets for the individual. With parental consent, appropriate assessments and referrals are carried out where a pupil is not making expected progress despite reasonable adjustments being made.

**Communication and Interaction:**

Where a pupil is not meeting age related expectations in regards to their communication and interaction, specific targets and interventions of varying degrees, will be put into place in order to move the pupil forward in this area. E.g. speech and language targets which are individualised to the pupil that can be measured. With parental consent, appropriate assessments and referrals are carried out where a pupil is not making expected progress despite reasonable adjustments being made.

**Social, emotional and mental health:**

Where a pupil is not meeting age related expectations with regards to their social skills or emotional regulation, specific targets and interventions of varying degrees, will be put into place in order to move the pupil forward in this area. E.g. individual emotion coaching which is specific to the pupil. Where there are concerns for a pupil's mental health or emotional wellbeing, with parental consent, appropriate referrals are made to specific outside agencies if it is felt a pupil's mental health or emotional needs cannot be met by professionals within the school.

**Physical and/or sensory:**

Where a pupil has a physical disability or a sensory impairment such as as visual impairment or hearing loss, reasonable adjustments will be made which are personalised to that pupil in order to meet their specific needs. It is our aim that our school building is fully accessible to any pupil with a physical or sensory disability and where this is found not to be the case, reasonable adjustments are made.

**Provision for EAL/Bi-lingual pupils**

At Layton Primary School, we recognise that it is necessary to hold a policy relating specifically to pupils for whom English is an additional language. We have robust programmes in place for children who have English as an additional language and believe first and foremost, being immersed in the English language wherever possible will be the main reason why their understanding of English will improve. Further to this, specific language programmes are used to excel children's understanding of English, through group and 1:1 sessions, in order to secure their learning in our broad and balanced curriculum.

**Employment at Layton Primary School**

The school strives to provide a working environment in which all staff members are able to give their best and are treated with dignity and respect, and are free from harassment and bullying and in which decisions will be based on merit. Infringements of these principles will be challenged and could lead to formal disciplinary measures.

No staff member or applicant will be treated unfairly on grounds of race, gender, gender reassignment sex, disability, age, religious belief or sexual orientation, pregnancy and maternity or marriage or civil partnerships.

When vacancies occur we:

- Advertise the position sufficiently widely to allow a reasonable number of applicants
- Ensure candidates are made aware of the school's selection procedure, criteria and candidate specification
- Shortlist according to agreed criteria
- Interview, applying the same principles to each candidate
- Provide feedback to all candidates and explain decisions made as quickly as possible

Every attempt will be made to enable candidates to demonstrate their abilities and interviewees will keep an open mind with regard to all protected characteristics. It will not always be assumed that a higher level of qualification makes a candidate more appropriate for the post.

Experience and maturity will be recognised for their value, alongside enthusiasm and a willingness to learn. Appointments will be made on the basis of merit and suitability for the post. Financial considerations will, wherever possible, be kept to a minimum. Once in post, an induction programme supports staff during the initial stages of employment and opportunities for staff development are made available to all members of staff on an annual basis. The Performance Appraisal process reflects the principles of equal opportunities.

### Well-being of our staff

We pride ourselves on understanding the importance of staff well-being and acknowledging the needs of staff, not only in terms of their role as educators within school but also as parents, children and individuals. A separate policy regarding staff well-being is available. As such we will try to accommodate staff requests involving family demands where appropriate and not to the detriment of the children in school. Guidance on absence is available separately.

We try to enable staff to juggle effectively their home and school responsibilities, maintaining the drive for school improvement whilst limiting the number and duration of meetings. We aim to support staff in maintaining a healthy work/life balance and recognise the value pursuing other interests. Additional school events are planned well in advance and school holiday dates for future academic years are made available as early as possible.

### Equality Duty Objective 2025-26

Our objective is to close the attainment gap between pupils with a special educational need or disability and those pupils who do not have a special educational need or disability.

| Aim   | Lead  | Timescale   | Resources/Strategies  | Success Criteria   |
|---|-------|---|---|--|
| To close the attainment gap between pupils with a special educational need or disability and those pupils who do not have a special educational | SENCO | Progress can be measured through termly pupil progress meetings | <ul style="list-style-type: none"> <li>- Use of LSAs and SSAs</li> <li>- Use of high needs funding</li> <li>- Use of notional 6k funding</li> <li>- Inclusion team support</li> </ul> | Attainment gap to have decreased by summer 2023 compared to summer 2022 between those pupils who |

|                     |  |  |   |  |
|---------------------|--|--|---|--|
| need or disability. |  |  | <ul style="list-style-type: none"><li>- Educational psychology purchased time</li><li>- Half termly book looks</li><li>- Parental meetings</li><li>- Assess, plan, do, review cycles</li><li>- Pupil voice</li><li>- Quality first teaching</li></ul> | have SEND needs and those pupils who do not have SEND needs. |
|---------------------|--|--|---|--|