



Pudsey
Grange
field
School

Equality Policy

This policy has been agreed by the Governing Body of Pudsey Grange School.

Date approved by the Governing Body:

Review date:

Vision and values

Our vision

Pudsey Grange Field School is a truly inspirational and caring community of learning where everyone within it is developed and supported to achieve their very best. Our students leave with great resilience and an excellent set of skills which allows them to lead a happy and fulfilling life. A culture of excellence across the entire school captivates students and results in them exceeding the high expectations with the school has embedded in previous years.

Our values

- Respect – we show respect for ourselves, others and for people who are different from us. We show respect for the building, our local and wider environments. We are mutually respectful, treating others the way we want to be treated ourselves.
- Resilience – we have a clear self belief, determination and understand that making mistakes is a key part of learning. We know that the more effort we put in, the better we will become.
- Integrity – we are trustworthy and honest, true to our word and take responsibility for our actions.
- Compassion – we care and are considerate towards others. We value kindness, empathy and understanding and have a strong desire to make the world a better place.
- Ambition – we value educational achievement, have high expectations of ourselves and aim to be the best person we can. No matter how good we are, we always strive to improve.

1. Introduction

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#) schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty
- draw up an accessibility plan¹ and review this every three years

It is still good practice however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

2. The legal framework

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;
 - age (*as appropriate for schools*);
 - disability;
 - gender reassignment;
 - marriage and civil partnership;

¹ A Leeds City Council template for a school accessibility plan can be found on: <http://www.leedsforlearning.co.uk/Communication>

- pregnancy and maternity;
 - race;
 - religion and belief;
 - sex;
 - sexual orientation
2. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
- Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

3. Guiding principles

In fulfilling our statutory duties we are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and
- age (where appropriate).

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, transgender, lesbian, gay and bisexual people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men and transgender;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys and transgender;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys and transgender ,
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

4. Practical application of these principles

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

These objectives are published on the school's website²

5. The curriculum

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

6. Training and development

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.²

² Equality training for governors can be booked through [Leeds for Learning](#)

7. Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

8. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.³

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.⁴

9. Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.

³ The governing body should ensure that such information is contained in the staff handbook

⁴ Guidance on reporting is given in Leeds City Council's "[Hate incident reporting guidance for children's settings and schools](#)"

- The Equality Governor or a member of the Governing Body is responsible for monitoring the implementation of this policy statement.⁵
- The head teacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- Clare Martin has day-to-day responsibility for co-ordinating implementation of the policy statement.
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - challenge and deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.
 - ensure that pupils have the opportunity to have their voices heard with regards to equality issues

10. Information and resources

1. The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.
2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

11. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

12. Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

13. Monitoring and review

- quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate

⁵ This is not statutory; however guidance on the role of the Equality Governor is available from [Leeds for Learning](#). The relevant training is also available through the website.

- in particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, , gender and age (as appropriate) will be analysed and used to inform objectives.

Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.