Armley Park Primary School

Equality Policy

Introduction

The Equality Plan sets out this school's approach to promoting equality and diversity. The Plan responds to the statutory duties relating to disability, gender and race equality, which require the publication of disability, gender equality schemes and a race equality policy. While this Plan meets these legislative requirements, the school has long recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination. The school has had its Equal Opportunities Policy in place for a number of years. It includes the school's Race Equality Policy. These documents will now be included in this plan.

This Plan sets out:

- background information about the area and the school;
- the school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
- specific sections on race equality, disability equality, and gender equality; and
- action plans incorporating overall equality targets across the three areas, including targets relating specifically to each of the three areas.

The Legislation

A wide range of equality legislation is in place which places duties on schools, to promote equality and tackle discrimination. Race equality duties result from the Race Relations (Amendment) Act 2000. Schools are required to produce Disability and Gender Equality Schemes. This results from specific duties schools must follow outlined in the Disability Discrimination Act 2005 and the Equality Act 2006 respectively and the accompanying regulations. *More detail about the legislation is included in the particular sections on disability, gender and race.*

The Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality across the whole school community.

About Armley Park Primary School

Armley Park Primary School is situated to the west of Leeds close to the city centre. The school caters for pupils from 3 – 11 and there are approximately 240 pupils on roll which includes pupils who attend Nursery part time.

- There are approximately 16 % of pupils on the SEN register. There are currently 10 children with a Education Health Care Plan (EHCP) and 16 children (some of those included in the EHCP figure) who receive additional funding for inclusion.
- About 70% of pupils are from an ethnic minority background and there are about 55% of pupils whose first language is believed to be other than English.
- Approximately 60% of pupils are eligible for free school meals.
- Pupil mobility is above average when calculated across the school.

Equality – Aims and Values

The purpose of the Equality Plan at Armley Park is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

The overall objective of the school's Equality Plan is to provide a framework for the school in order to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This school is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse society

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, disability, sexual orientation, gender reassignment and age.

Leadership, Management and Governance

The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy Planning, Implementation and Review

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

Staffing: Recruitment and Staff Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidance.

The school routinely monitors all recruitment activity and staff in post by the equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority.

Personal Development and Pastoral Care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

Support is given to victims and perpetrators of harassment and unacceptable behaviour.

Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

Learning and Teaching

All pupils have access to the mainstream curriculum in accordance with DfE guidelines.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators. Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

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 pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

Admissions Attendance, Behaviour, Discipline and Exclusion

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.

Attendance is monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is followed up by appropriate staff. Those involved in this work are aware of and sensitive to community issues.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

Attainment, Progress and Assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of

pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

Partnership with Parents and the Community

The school endeavours to provide information material for parents in accessible, user-friendly language and formats.

Progress reports to parents are provided a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue e.g. Parent/ teacher/ pupil consultation evenings; next step learning targets; pupil reports written end of year report.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. The weekly newsletter, school performances and whole school focus weeks are examples of opportunities taken by the school to include the whole community.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

Measuring Progress

The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties. Examples include: Annual questionnaire for parents; pupil questionnaires; consultation opportunities published on the newsletter for example, feedback on focus weeks, parents information evenings etc.

Disability Equality Scheme

What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis

Disability organisations recommend that all pupils with SEN statements and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The General Duty – (Disability Equality Duty)

The Disability Discrimination Act 2005 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The Specific Duties

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require maintained schools to produce and publish a Disability Equality Scheme, demonstrating how they are meeting the requirements of the Disability Discrimination Act 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- a school should involve disabled people in the development of the Scheme

The Scheme should include a statement of:

- the way in which disabled people have been involved in the development of the Scheme
- steps which the school will take towards fulfilling its general duty (the 'action plan')
- the school's arrangements for gathering information in relation its delivery of education and its functions
- the school's arrangements for gathering information in relation to employment
- the school's methods for impact assessment
- the school's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes
- a school must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- a school must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

How Armley Park will meet the General Duty

Involvement of disabled people in developing this scheme

The school will use information collected in relation to disabled pupil progress and inclusion and disabled people's views about its activities to judge how well it is performing in meeting the needs of disabled people and in identifying any further action required to improve disability equality.

Disabled pupils, staff, parents and disabled members of the community use school facilities. Discussions with parents/ carers of disabled pupils have taken place prior to the installation

of our disabled toilet and hygiene facilities. Access issues and arrangements for movement around the school grounds have been fully discussed with parents/ carers and pupils.

School records clearly show all pupils with SEN and/or a disability. Actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc are kept in the pupils' individual file.

Developing a voice for disabled pupils, staff and parents/carers

The school follows good practice for including pupils and parents/carers in review meetings, transition planning, etc. All pupils, regardless of SEN or disability are are encouraged to participate in the life of the school.

The Governing Body

There are two parent governors on the governing body. When vacancies for parent governors arise, all parents are informed and invited to nominate themselves for consideration. The annual parents' questionnaire is one of the mechanisms for consulting with parents all results are analysed and this provides feedback from parents for the governing body.

Removing barriers

This school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle these barriers. At Armley Park we endeavour to:

- Remove physical barriers
- Widen access to the curriculum
- Improve access to information

Making the school more accessible for disabled people is covered in the **Accessibility Plan**.

The school recognises that the duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

Disability in the curriculum – learning and teaching and the wider school curriculum

We use a range of teaching materials which positively show children and adults with disabilities eg in reading scheme materials, fiction and non-fiction books, posters and photographs.

Eliminating harassment and bullying

The school has an 'Anti-Bullying' policy. The policy clearly identifies how discrimination, bullying, or harassment will be dealt with.

Our approach to making reasonable adjustments

We have made effective reasonable adjustments to the provision for teaching and learning, and to the break time and lunchtime routines specifically for pupils with disabilities. These include additional staffing to ensure adequate support and / or supervision, purchase of additional resources including suitable furniture etc.

School facility lettings

School has one disabled parking space and ramp access into the building and a disabled access toilet.

Contractors and procurement

School staff, peripatetic teachers are aware of all pupils with disabilities and their specific needs. Catering staff are aware who has disabilities and food allergies. An Allergy Awareness Policy is in place following the introduction of Benedict's Law in September 2026.

Information, performance and evidence

A wide range of data is already collected related to special educational needs and pupils with other disabilities. Our own school systems monitor the progress and achievement of all pupils. We identify those with SEN and/or disabilities on the attainment map and school cohort trackers.

Reviewing and Monitoring

Reviewing and monitoring will take place at the end of each academic year in order to set priorities in the School Improvement Plan.

Gender Equality Scheme

The General Duty (Gender Equality Duty)

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment (and)
- to promote equality of opportunity between females and males.

This is known as the 'general duty' and is effective from 6th April 2007.

As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

How we will meet the General Duty

Consultation - Developing a voices for pupils, staff, parents/carers and others

The specific duties require schools to consult stakeholders. This school consults with pupils during lessons, assemblies, by formal questionnaire and via the class representatives on the school council. (We ensure a gender balance on the school council.) Staff are consulted formally and informally during staff meetings. Parents are consulted before or after key events in school such as focus weeks, parents' information evenings and formally via the annual parents questionnaire.

Gender Equality Priorities – Objectives

The specific duties require schools to ensure that their gender equality schemes set out overall objectives that they have identified for meeting the duty.

In determining priorities, at Armley Park we are focussing on the promotion of gender equality across education and employment.

We analyse pupil performance data in terms of gender and are alerted to issues of underachievement affecting specific groups of either boys or girls.

Although, in many instances, we do not set our own pay systems we recognise that the governing body is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within this school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points) are fair and equitable.

New policies and practices, while they are being developed, will therefore need to consider their impact on promoting gender equality.

Gender in the curriculum – learning and teaching and the wider school curriculum

Below are some examples of how gender equality is being promoted through the school curriculum.

- Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources will take account of gender equality.

- Resources that do not reflect the modern society will be systematically reviewed and replaced, if necessary.
- Gender issues and sexism will also be raised through assemblies, PSHE and circle time.

Eliminating harassment and bullying and discrimination

We monitor bullying incidents by gender. Incidents are logged, analysed and actions are taken. Harassment in the form of sexist language and behaviour is unacceptable and any incidents are recorded and addressed.

School facility lettings

The school will endeavour to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally.

Information, performance and evidence

A wide range of data is already collected detailing the gender profile of pupils and staff. Pupil gender data is analysed comprehensively with regard to attainment, progress and achievement and engagement. Issues identified are addressed via targeted interventions and / or curriculum provision.

We endeavour to ensure that all learning opportunities and extra-curricular activities are available to pupils of both sexes, however, if gender underachievement issues are identified in a particular subject we may provide additional provision to address this for example an after school computer club for girls.

Race Equality Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards `Learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

At Armley Park Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

Roles and Responsibilities

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Governors

The governing body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing the policy annually.

The Governing Body will receive progress reports from the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to Governors. One member of the

Governing Body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

Headteacher

The Headteacher will demonstrate through their personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy.

The Headteacher will assess and monitor the impact of the policy.

Outcomes will be reviewed in relation to the plan, and reported to the governing body on a termly basis.

Where additional funding is available for raising the achievement of minority ethnic pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Subject Co-ordinator/Leader

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted and embedded within the curriculum.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

Key Areas in Promoting Race Equality

The ethos of the school

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

- Reflection of all ethnic groups should be included in all marketing strategies.

Pupils achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.
- Every pupil is empowered to become a responsible world citizen.

Curriculum, Teaching and Learning (including language and cultural needs)

This school promotes an inclusive curriculum which embeds race equality into the life of the school. The curriculum reflects the multi-ethnic nature of our society.

- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders to provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

Guidelines on working with pupils who have English as an Additional Language (EAL)

- The school recognises and values Bilingualism.
- The language and learning needs of black and bilingual pupils are clearly identified and appropriate support identified and used.

- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language.
- Information is shared with families via email so they can automatically translate it into their home languages. This removes the barrier of communication.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.

Admissions and transfer procedures

- The school will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups. We follow the Leeds City Council Admissions Protocols.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from underrepresented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.

- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.

Monitoring the Race Equality Action Plan

The school will monitor the impact of this policy and action plan on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment, we will collect information about pupils performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils attainment such as:

- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims.

Assessing the Impact of Policies

As a school we will assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

The questions which follow below will be used by us to assess our policies in most areas, including:

- Employment, Promotion, Training and Career Development;
- Involving Parents and Carers in the school
- Making sure that the curriculum prepares pupils for life in a multi-ethnic society
- Dealing with racist incidents

The main questions for assessing the impact of **all** our school's policies – giving special attention to pupil's attainment levels – will include the following:

1) Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2) Which groups of pupils are not achieving as much as they can? Why not?
3) Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4) How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an Additional Language issues?
5) Does each relevant policy include aims to deal with differences in pupils attainments (or possible differences) between ethnic groups? Do our policies aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
6) What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
7) What are we doing as a school to prepare pupils for living in a multi-ethnic society, promote race equality and harmony and prevent or deal with racism.
8) Can any action we take be traced back to individual policy aims and related targets and strategies?
9) Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10) Does each relevant policy include aims to promote race equality and harmony, prevent or challenge racial discrimination, and deal with differences (or possible differences) between racial groups?
11) Do the policy's aims lead to effective action?
12) What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we as a school will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to pupils, parents and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our race equality aims, targets and strategies (where necessary)
- Influence and guide their planning and decision making

We as a school will consider the views and needs of parents, staff and pupils from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision-making.

This Equality Policy was adopted by Armley Park Primary School on 19/03/2020

Chair of Governors – Mr B Tummons		
Signature:		
Frequency of review:	2 years	
To be reviewed and approved by:	APPS Full Board	
Date of next review:	October 2028	

REVIEW RECORD

Date of review	Reason for review	Date of next review
05/07/2022	Agreed review schedule.	July 2024

Name:	Ben Tummons	Signature:	

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review
15/07/2024	Agreed review schedule.	July 2026

Name:	Ben Tummons		

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review
13/10/2026	Agreed review schedule.	October 2028

Name:	Ben Tummons	Signature:	

on behalf of APPS Full Board