

**PUDSEY BOLTON ROYD
PRIMARY SCHOOL**



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Care Growth Teamwork

Single Equalities Scheme

Date of ratification: **September 2023**

Ratified by: **Full Governing Board Committee**

Date of review: **September 2025**



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We will continuously strive to ensure that everyone in our school is treated with respect and dignity. Everyone will be given fair and equal opportunities to develop to their full potential with positive regard to ethnicity, gender, cultural background, social background or disability. We recognise that people suffer prejudice and discrimination through divisions in these issues and for many other reasons. At Pudsey Bolton Royd we seek to challenge such divisions and to support our children in countering any discrimination they face. We aim to foster in each child a respect and understanding of the needs and values of others.

1. School Context

We are a two-form entry primary school with an attached 52-place nursery, serving a multi-cultural community on the Leeds/Bradford border. As a community school, we are maintained by Leeds local authority.

Our school intake is characterised by its ethnic diversity - 12 different ethnic groups are represented, with a majority of Asian or Asian British (63% Pakistani; 12% Indian heritage) compared to 11% White-British. There are 21 first languages (other than English) spoken by our pupils - Punjabi, Urdu and then Pashto being the next most represented.

Number of staff: 60

% female: 90

% disability: 0

% BME: 31

Number on roll: 456

% girls: 55

% disadvantaged: 21% eligible for FSM

% BME: 92.6

% EAL: 47

% SEN: 25

Numbers of governors: 12

% female: 42

% disabled: none disclosed

% BME: 25

2. What We Mean by Equality

At Pudsey Bolton Royd Primary School, we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender,



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ethnicity, religion or belief, sexual orientation, gender reassignment and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

3. Our Guiding Principles

In fulfilling the legal obligations outlined further on in this scheme, we at Pudsey Bolton Royd Primary School are guided by seven principles.

3.1 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, religious affiliation, national origin or socioeconomic circumstances
- whichever their gender and sexual orientation
- whatever their age.

3.2 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 are recognised
- age.

3.3 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



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- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

3.4 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, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age.

3.5 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 and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual, transgender, questioning
- age (where appropriate).

3.6 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. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys.
- lesbian, gay, bisexual, transgender, questioning
- people of all age ranges.

3.7 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



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- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- lesbian, gay, bisexual, transgender, questioning
- people of different ages and between generations.

4. The Curriculum

We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

5. 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:

- learners' progress, attainment and assessment
- learners' 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
- preparing all members of the learning community for living and positively contributing to a diverse society.

6. 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 around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

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 in line with existing and future legal requirements.



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7. Roles and Responsibilities

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

A dedicated member of the governing body (who is appointed when the governing board is reconstituted each year) will have a watching brief regarding the implementation of this policy. The head teacher is responsible for implementing the policy; 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.

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.
- pupils have the opportunity to have their voices heard with regards to equality issues

8. Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers. 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.

9. Religious Observance

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

10. Staff Development and Training

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

11. Breaches of the Scheme

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.



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12. Monitoring and Evaluation

We collect study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

13. How We Developed our Scheme

Our scheme was presented to various groups of people within the school community and their views were sought. This included sharing the scheme with pupils via the school council, disseminating the scheme to staff, presenting the scheme to the governing body and publishing the scheme on the school's website for parents to access. The scheme is also shared with a representative of school's PFI contractor.

14. Prioritising Activity

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.