Holymead Primary School
Equality Policy and Evidence Document
December 2020

Holymead Primary School
Equality Policy

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1. Mission statement

At Holymead Primary School we are committed to working to achieve a just and tolerant society where diversity and equality are valued. We align our value and ethos with the UNCHR and UNCRC and are a UNICEF Rights Respecting School.

We value pupils, staff, parents and carers and the wider community irrespective of, age, disability, ethnicity, race, religion and belief, gender, gender identity and transgender, sexual orientation, marriage and civil partnership, pregnancy and maternity, and socio-economic situation. These are referred to forthwith as the 'protected characteristics'.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identities and able to participate as fully as possible in all elements of school life.

We commit to respecting those within or outside of what the 2010 Equality Act defines as 'protected characteristics' and recognise that past prejudice and discrimination in society hinders the achievement of a just, pluralistic diverse and tolerant society in which difference is valued.

We recognise that we need to be vigilant in promoting success for and by all. The achievements of pupils will be monitored by ethnicity, gender, disability and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching and where this is within the law targeted use of resources and positive action- for example in deploying the Pupil Premium funding to support pupils receiving Free School Meals, Children in Care (CiC) and children with a parent/carer in the armed forces.

As a *Rights Respecting School* we will tackle discrimination by the positive promotion of equality and inclusion, challenging bullying and stereotypes and creating an environment which champions respect for all. At Holymead we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school aims to:

- Eliminate discrimination and harrassment
- Promote equality of opportunity
- Foster good relations, tolerance and a deep understanding of each other's traditions, lives, and values
- Reduce the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.

- Create global citizens committed to service and respectful treatment of the planet and others

2. Mainstreaming equality into policy and practice

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

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by age, ethnicity, gender, disability and socio-economic background and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the local community school, wider UK and global population in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour including but not limited to racism, homophobia and disablist intolerance and prejudice;
- Provide opportunities for pupils to appreciate their own culture and that of others, and to celebrate and value diversity;
- Seek to involve all parents/carers in supporting their children's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are grouped according to age and are fair and transparent. We aim not to discriminate on the grounds of the protected characteristics, but might be asked to admit a learner based on our ability to respond to or meet their special or additional needs.

Exclusions will always be based on the school's Behaviour Policy, and will consider the needs of the school community and the individual(s) concerned. We will closely monitor exclusions to ensure protected characteristic individuals, groups are treated fairly and with an appropriate consideration of balancing transparency and confidentiality for ethical reasons.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Holymead Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we work within the Public Sector Equalities Duty (PSED). We aim to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include**:**

- Monitoring recruitment, promotion and retention, bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

The Equality Act (2010) supersedes all previous equality legislation and brings together a number of statutory duties with regard to inclusion and participation. Additionally, the DfE also places statutory requirements on schools.
We recognize and accept these legal frameworks and reiterate our commitment to upholding the UNCRC.

Definitions and explanations

4a. Ethnicity Equality

This can refer to people of different ethnic, cultural, linguistic, faith or religious groups etc.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs and Disability (SEND) Policy and Access Plan.

Definition of disability

The Equality Act (2010) defines disability as 'a physical or mental impairment, which has a substantial and long-term adverse effect upon their ability to carry out normal day to day activities.' The illness or condition is considered long term if it has lasted, or could last twelve months or more.

4c. Gender Equality

Male and female including those transitioning or who have undergone gender reassignment.

4d. Sexual orientation and transgender

This includes lesbian, gay, bi-sexual and transgender people within the school and wider community referred to herein as LGBTQ+.

4e. Community cohesion
Although promoting community cohesion is no longer a statutory expectation of schools we value the diversity and richness of our wider community. We believe inclusion encompasses promoting good relations between pupils from different places, ethnic groups, faiths / beliefs and socio-economic backgrounds. The school works to promote community cohesion and encourage good global citizenship values, including what is described in policy as 'British Values'. We are a *Rights' Respecting School.*

5. Consultation and involvement
The development of the Equality Policy and the actions within it have been informed by the input of staff, pupils, governors, parents and carers.
We take feedback from:

- An annual parent questionnaire, parents' evening, and governors' meeting;
- Staff surveys or through staff meetings / INSET;
- The School Rights Action Group, PSHC lessons, school surveys on children's attitudes to self and school;
- Annual reviews, Reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Governing body meetings and questionnaires.

6. Roles and Responsibilities
The governing body

- has set out its deep commitment to the *Rights Respecting School* ethos and to equal opportunities.
- will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs and will support upholding those within the protected characteristics.
- seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- will take all reasonable steps to ensure that the school environment gives access to people with particular additional or particular needs e.g. mobility, vision or hearing needs, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's**,** parent's or carer's protected characteristics.
- The governing body, our staff and pupils will ensure that no child or adult is discriminated against whilst in our school on account of their protected characteristics.
- The governing body are committed to equal opportunities when appointing members to the governing body and welcome applications to the board from people with protected characteristics

The role of the headteacher (or senior leader responsible for Equalities and Inclusion)
The Head or person delegated to act for them will:

- implement the school's Equality Policy with support from the governing body.
- ensure that all staff are aware of and apply the Equality Policy.
- ensure that all appointments panels give due regard to the school's commitment to equality and act so that there is no discrimination in employment, promotion or training opportunities.
- promotes the principle of equal opportunity when developing the curriculum.
- enables all to participate in all aspects of school life.
- Acts to record, investigate and respond appropriately to any alleged or actual unfair treatment, bullying, discrimination or prejudice.

The role of all staff: teaching and non-teaching
All staff will:

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- strive to provide material that gives positive images based on ethnicity, gender and disability and other protected characteristics, and challenges stereotypical images.
- challenge any incidents of prejudice towards people with protected characteristics, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

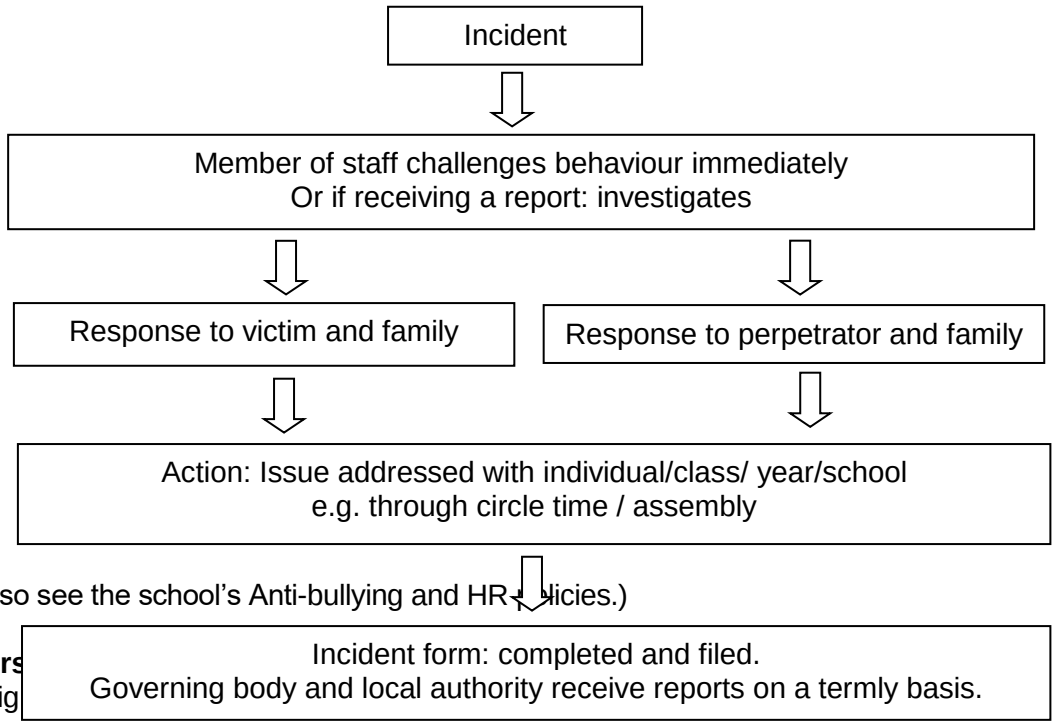
7. Tackling discrimination
All staff will:

- Regard harassment in relation to the protected characteristics as unacceptable.
- know how to identify and challenge prejudice and stereotyping.
- be able to support the full range of diverse needs according to a pupil's individual circumstances.
- deal with any discriminatory incidents that may occur according to our current policy including recording all prejudice/harassment/bullying related incidents responding and escalating reporting as appropriate

The headteacher will keep a log of any incidents and will reports these to the governing body and local authority on a termly basis.

What is a discriminatory incident?
Harassment and prejudice, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Harassment Reporting Procedure



(Also see the school's Anti-bullying and HR policies.)

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Appendices: Related Right Respecting Articles:

Article 2 (without discrimination)
The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 12 (respect for the views of the child)
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression)
Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law

Article 23 (children with disability)
A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Article 28 (right to education)
Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children of minorities)
Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture)
Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 42 (knowledge of rights)
Governments must make the Convention known to children and adults

Evidence Document

The duty to report discriminatory incidents and the publication of the Equality Policy to meet Equality legislation must be included in the evidence document below.
Targets updated March 2020
Glossary: EAL=English as an Additional Language, BME=Black and Minority Ethnic
FSM= Free School Meals now PP=Pupil Premium
SENCO=Special Educational Needs Coordinator, LSA= Learning Support Assistant, FLW=Family Link Worker
SIP= School Improvement Plan https://holymead.eschools.co.uk/web/policies/187999/cHJldmlld3x8MjAyMC0xMS0zMCAxMzoyOTowMA%3D%3D

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Evidence indicators
MUST BE INCLUDED **Publish and promote the Equality Policy through the school website, newsletter, staff and governor meetings.** **Update website with 2020-21 Equality Document.**	**Parents aware of the Equality Policy.**	**Headteacher / designated member of staff**	**Include on annual parent questionnaire.**	**Staff are familiar with the principles of the Equality Policy and use them when planning lessons, creating class room displays** **Parents are aware of the Equality Policy**
SIP 1. Quality of Education (Impact) **Monitor and analyse pupil achievement by ethnicity, gender, disadvantage and disability and act on any trends or patterns in the data that require additional support for pupils.** **2020 raise achievement of Disadvantaged pupils in RWM, particularly boys. Increase % of boys reaching EXP in writing as in the SIP.**	**Achievement data analysed and groups needing support are targeted.**	**Headteacher / Governing body**	**Annually 2021**	**Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.** **Pupils with protected characteristics are supported to achieve outcomes in line with their peer group.**
SIP 3. Personal Development **After-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of protected characteristics.** **Offer financial support for clubs and trips to pupils on FSM using premium funding.**	**Monitoring of clubs shows they reflect the diversity of the school population.** **No clubs during Covid lockdowns**	**Headteacher/ Deputy head/ Bursar/ PE lead**	**Annually.**	**All groups of pupils are accessing clubs.** **Finance trails indicate parents are taking up offer of FSM support eg clubs, trips and camps.**

Evidence Document

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Evidence indicators
SIP 3. Personal Development **Continue to develop pupils' understanding of British Values and awareness of human rights.** **Continue Rights Respecting group meetings where possible under Covid.** **Re-start Y6 play- leaders operating at infant site lunchtimes.**	**Discussions with pupils regarding their understanding of RRS and observing their behaviour and interactions. These may be recorded in the Praise Book, given as certificates.**	**PSHE leader**	**Working to retain Gold Award in 2020-21.**	**Pupils have a better understanding of what their rights and responsibilities are.** **Staff are using RR language eg assemblies.** **Curriculum covers British Values and Rights.**
Access Plan **Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics.** **Refresh posters around both sites to reflect diversity. Share newly purchased books promoting positive images of diversity.**	**Increase in pupil participation, confidence and positive identity – monitor through PSHE**	**Headteacher/ DH**	**Ongoing**	**More diversity reflected in school displays across all year groups.**
SIP 3. Personal Development **Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Rights Respecting or Recycling Team by co-option, charity work and sharing ideas.**	**RAG and Recycling Team representation reflects the diversity of the school**	**Member of staff leading on RRS and Recycling Team**	**Ongoing**	**Diversity in RAG and Recycling Team membership.**
SIP 4 Leadership and Management **MUST BE INCLUDED** **Identify, respond and report prejudicial incidents. Report the figures to the Governing body / Local Authority on a regular basis.**	**The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents?**	**Headteacher / Governing body**	**Reporting: to governors termly. All individual report to LA**	**Teaching staff are aware of and respond to incidents.** **Incidents are recorded, dealt with and reported to governors and LA.**
Continue the EAL work across whole school. **Continue focus on pupils starting school who are new to English.**	**LSA and class teachers to keep folder of work done to support induction of pupils.**	**SENCO and LSA and DH**	**As necessary**	**Pupils have early support to settle in. Provision monitored on lesson plans.** **Employed Arabic speaking LSA**

Evidence Document

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Evidence indicators
SIP 2. Behaviour and attitudes. Promote equality. Involve a diversity of parent/carers in school life eg reading, cooking and during special days such as Heritage Day. Make sure parents feel able to discuss issues with the school eg through equality governor, teachers, SLT.	FLW to gather informal feedback from parents. CSI governor	FLW and teachers, governors	As necessary	Parents have an opportunity to share their views and be involved in Heritage Day to share all pupils' cultures and languages.
Displays in reception areas and corridors include multi- lingual labelling. Monitor corridor displays in relation to diversity.	LSA to provide templates/examples/word lists for staff to use.	LSA/PSHC/ subject leaders	On-going	Variety of languages spoken in school on display around whole school.
Tackle prejudice in light of reported incidents of racism following return from lockdown, particularly the misunderstanding round Black Lives Matter. Work with outside groups to raise awareness and challenge racism and other protected characteristics. Deliver assemblies and PSHC sessions to challenge and inform.	Deputy heads to monitor impact of external work.	Deputy heads	Set up and run over next 2 years.	Pupils more aware of racism/sexism. Pupils challenging each other about how they treat each other.
SIP 3. Challenge stereotypes eg invite parents in to talk about their jobs, especially those that challenge traditional stereotyping eg a male nurse, a black female police officer.	Discussion with pupils raises awareness of what any pupil can do.	Head teacher Class teachers	On-going	Pupils talking about variety of opportunities for future jobs.
SIP 3. Challenge stereotypes about the make-up of families eg children who live with two mums or two dads. This is part of the PSHC (Jigsaw) and RSE curriculum on family units. Assemblies discussing different family make up.	In PSHC and relationships education raise awareness of how diverse families can be.	Class teachers	On-going	Pupils aware of diversity of family set ups. Children feel comfortable talking about their families.
SIP 3. Pupils talking about disabilities and achievements with rest of school. Include discussions about mental health and well-being in PSHC.	Parents and children sharing their disabilities with their class/ whole school assemblies	Head teacher/ SENCO	On-going	Parents and children feel comfortable and able to share their disabilities.