

Holymead Primary School Equality Policy and Evidence Document December 2018

Holymead Primary School

Equality Policy

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1. Mission statement

At Holymead Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of ethnicity, gender, disability, faith or religion, socio-economic background, lesbian, gay bi-sexual and transgender (LGBT+), pregnancy or age. These will be known as the 'protected characteristics' as specified in the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement 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. There will be positive action provision to alleviate disadvantage eg using pupil premium to support pupils receiving Free School Meals and CiC and services children.

As a Rights Respecting school we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Holymead Primary School 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
- Promote equality of opportunity
- Foster good relations
- Reduce the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.

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 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 school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including 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 fair and transparent, and do not discriminate on the grounds of the protected characteristics. School admissions will continue to be grouped according to age.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

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 and retention including 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

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act 2010 which supersedes all previous legislation (Source: DFE)

Previously statutory duties have been viewed as separate areas but following the Equality Act 2010 it is the school's aim to bring these separate duties together in one document. The evidence document at the end of this Equality Policy outlines the actions Holymead Primary School is taking to meet our statutory duties.

Definitions and explanations

4a. Ethnicity Equality

This can refer to people of different ethnic, cultural, religious groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs 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. Sexual orientation and transgender

This includes lesbian, gay, bi-sexual and transgender referred to herein as LGBTQ+.

The Equality Act 2010 made it unlawful to discriminate against a transgender pupil.

4d. Community cohesion

Community cohesion encompasses promoting good relations between pupils from different ethnic groups, faiths / beliefs and socio-economic backgrounds. The school works to promote community cohesion and British Values. It is an integral part of our ethos as 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 and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from questionnaires and parents' evenings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school RAG group, PSHE lessons, school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- A named governor for Equalities, Mrs Nimco Youssuf
- Feedback at governing body meetings.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics.

The governing body is committed to training to keep up to date with equal opportunities and statutory requirements.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, 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 protected characteristics.

The governing body ensures that no child is discriminated against whilst in our school on account of their protected characteristics.

The governing body is committed to equal opportunities when appointing members to the governing body.

The governing body welcomes applications to the board from people with protected characteristics

The role of the headteacher (or senior leader responsible for Equalities and Inclusion)

It is the headteacher's role to implement the school's Equality Policy and s/he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying, discrimination or prejudice related incidents, with due seriousness and record these appropriately.

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.

All staff will strive to provide material that gives positive images based on ethnicity, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice towards people with protected characteristics, and record any serious incidents, drawing them to the attention of the headteacher.

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

7. Tackling discrimination

Harassment on account of their protected characteristics is unacceptable and is not tolerated within the school environment.

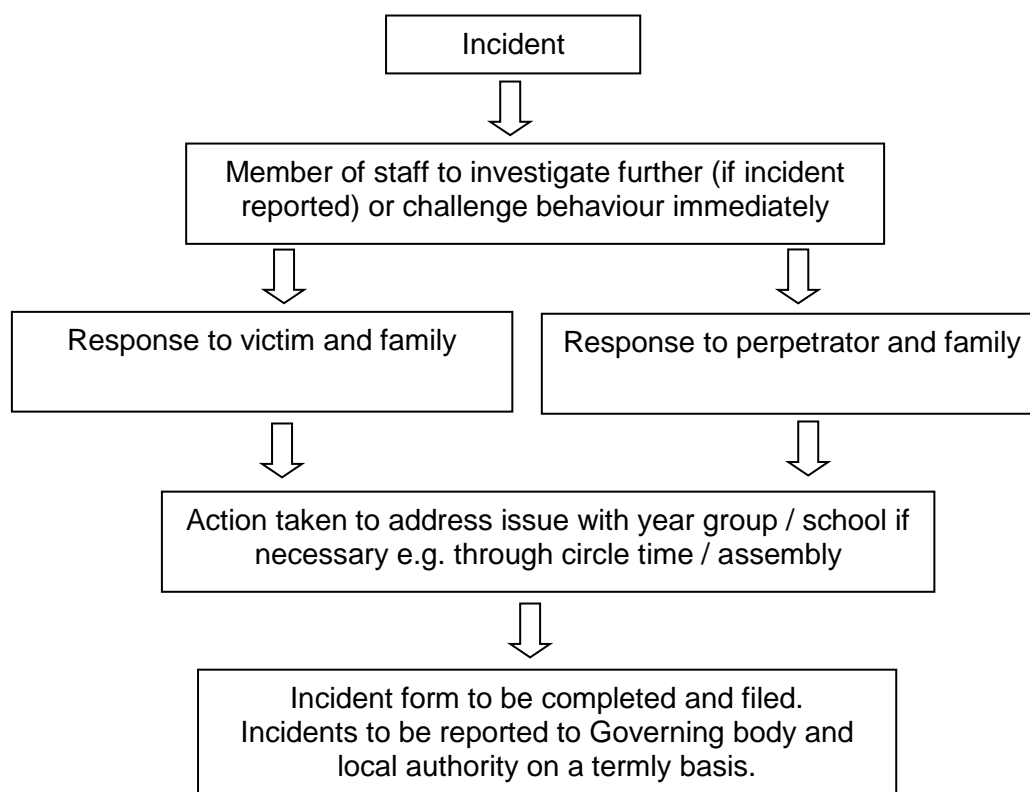
All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All prejudice related incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher, who reports 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.

This is an overview of the procedure to follow in cases of harassment or bullying but see the school's Anti-bullying Policy and HR policies for details.



8. Review of progress and impact

The Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Evidence Document annually.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement of groups of pupils, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the policy

In order to meet the statutory requirements to publish an Equality Policy we will:
Publish our plan on the school website;
Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
Make sure hard copies are available when reasonable requests are made.

Agreed by governors: December 2018

To be reviewed: December 2019

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 December 2018

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

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 2018-19 Equality Document.	Parents aware of the Equality Policy.	Headteacher / designated member of staff	Annually	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
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.	Achievement data analysed and groups needing support are targeted. 2018-19 closing the gap for PP boys' writing and girls' maths are both priorities on the School Improvement Plan (SIP)	Headteacher / Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
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 to pupils on FSM using premium funding. Up to £60 per year, per child for agreed fee paying extracurricular activities.	Monitoring of clubs shows they reflect the diversity of the school population	Headteacher/ Deputy head/ Bursar/ FLW	Annually.	All groups of pupils are accessing clubs. Finance trails indicate parents are taking up offer of FSM support eg clubs 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
Promote shared values and awareness of human rights and how to apply and defend them. Continue Rights Respecting group meetings. Continue 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	School achieved RRS Gold	Pupils have a better understanding of what their rights and responsibilities are. Staff are using RR language eg assemblies.
Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics. Ensure that pupils see the new books and resources reflecting positive images of different groups. Show them to the parent groups eg diversity group.	Increase in pupil participation, confidence and positive identity – monitor through PSHE. Equality governor walkabout	Headteacher/ SENCO Equality governor	Ongoing	More diversity reflected in school displays across all year groups.
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 Green Team by election or co-option, charity work etc.	RAG and Green Team representation monitored by ethnicity, gender, disability	Member of staff leading on RRS and teachers	Ongoing	Diversity in RAG and Green Team membership. Monitored.
MUST BE INCLUDED Identify, respond and report prejudicial incidents. Report the figures to the Governing body / Local Authority on a termly 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: December, April, July	Teaching staff are aware of and respond to incidents. Incidents are recorded, dealt with and reported.
Continue the EAL work across whole school. Continue focus on pupils starting school who are new to English.	LSAs and class teachers to keep folder of work done to support induction of pupils. Teachers record EAL needs on plans.	SENCO	As necessary	Pupils have early support to settle in.

Evidence Document

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Evidence indicators
SESCO has reconvened diversity group to share what the school does and find out any concerns. Invite governors to meetings. Make sure parents feel able to discuss issues with the school eg through equality governor, teachers, SLT.	SESCO to gather informal feedback from parents.	SESCO	3 a year	Parents have an opportunity to share their views and organise a focus day to share all pupils' cultures and languages.
Multi- lingual labelling of displays in the classrooms and corridors. Monitor corridor displays in relation to diversity.	SESCO to provide templates/examples/word lists for staff to use.	SESCO/ PSHE subject leaders	On-going	Variety of languages spoken in school on display around whole school.
Work with SARI to raise awareness and challenge racism. Workshops for classes and individual work where necessary.	Deputy heads to monitor impact of SARI's work.	Deputy heads	2 year rolling programme.	Pupils more aware of racism. Pupils challenging each other about how they treat each other.
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.
Challenge stereotypes about the make-up of families eg children who live with two mums or two dads. This is part of the PSHE (Jigsaw) curriculum on family units.	In PSHE 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.
Pupils talking about disabilities and achievements with rest of school. Include discussions about mental health and well-being in PSHE.	Parents and children sharing their disabilities with their class/ whole school assemblies	Head teacher/ SESCO	On-going	Parents and children feel comfortable and able to share their disabilities.
Update the school's leaflet regarding special needs and disabilities.	SESCO to share leaflet with governors and staff and relevant parent/carers	SESCO/SEN governor	Keep up to date	The school has a leaflet which is helpful for parents/carers of SEN and disabled children.

