

Southover CE Primary School Equality Policy

DRAFT



At Southover Church of England Primary school:

We all work together —children, parents, staff, TRINITY Church and the community.

We inspire each other to learn through a vibrant curriculum, set within a safe environment that meets the needs of all children.

We gain strength from the love of God and our love for one another; we feel we belong to Trinity Church.

We value: Trust, Compassion, Friendship, Hope, Thankfulness and Fellowship.

We have a healthy mind, body and spirit to allow us to 'Live, Love, Learn'.

Why we have developed this Equality Policy

This Equality Policy for Southover CE Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

We have 310 children on roll at Southover CE Primary School

17% in receipt of Pupil Premium 22% nationally.

4.8% children do not have English as their first language (compared to 21% nationally). Languages spoken: Spanish, French, Latvian, Slovenian, Chinese, Polish, Norwegian, Swedish, Arabic, Japanese, Tagalog/Filipino, Russian

1.6% of pupils have an Educational Health Care Plan compared to 2% nationally. 16 % children have SEN support compared with 15% nationally.

92% of pupils are White British ethnicity

8% of our pupils are: White Asian, any other Asian background, Black Caribbean, Other mixed race background, Gypsy/Roma, Any other white background and unknown. (We have not specified percentages due to small numbers and possible identification).

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimization.
- To promote equality of access and opportunity within our school and within the wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes².

The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality

Southover CE Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

² <http://www.unicef.org/crc/>

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all³. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child⁴ as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approaches and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies

³ See *Appendix A* for further information about legislation

⁴ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Headteacher will:

- ensure that staff, parents/carers, pupils and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and dining hall.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Using information

We have used data and other information about our school. We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender. We have a robust system of recording and acting on such information.

How we developed our Policy - Participation and Involvement

The development of this Policy has involved our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. We have good links with TRINITY Church and our PTFA (Friends of Southover) is strong. Our governors bring a wealth of experience from a range of backgrounds and question and challenge supportively.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Purchasing

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made⁵ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application

procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

⁵ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

We will record all hate incidents and prejudice based bullying on our internal safeguarding system - CPOMS. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, monitoring and reviewing

This policy was published in March 23. It will be actively promoted and disseminated through direct email to staff and governors and published on the school website.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data. We will analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years.

- To improve the attendance of our SEND and disadvantaged pupils to narrow the gap between SEND/disadvantaged attendance and non-SEND (with a target set of 96%).
- To improve the engagement and presence of parents and carers of disadvantaged pupils at school events – consultations, workshops, information evenings.
- To ensure our school library and class books and resources are fully diverse and represent all of society positively.
- To ensure children from disadvantaged and minority groups are represented at enrichment clubs.
- To develop pupil voice across the school to ensure all children have their views heard.
- To ensure all school correspondence to parents/carers is in an accessible form.
- To create a Home/School Agreement that explicitly embeds the duty not to discriminate, harass or victimise.