

# Kingsleigh Primary School



## Equality Policy

**Date of last review: March 2019**

**Date of next review: March 2021**

## **Equality Policy**

### **Aims of the policy**

Through this policy, Kingsleigh Primary School aims to promote equal opportunities for all who work in our school community. We aim to promote good relations between all and eliminate any kind of discrimination.

### **The Legal Framework and Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principles of the Act and that work is needed to ensure that those with protected characteristics are given equality of opportunity and are not discriminated against. A protected characteristic under the Act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our responsibilities under the Act, the law requires us to take some specific actions to demonstrate how we meet the general duties.

These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions .We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In particular the UN Convention on the Rights of the Child is a cornerstone of our school's ethos and beliefs.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Our Mission Statement**

This is a true community school based on the following beliefs:

- We believe that everyone is valued and included
- We believe that everyone has Rights and Responsibilities
- We believe that everyone is a learner
- We believe that everyone should work together

These core beliefs enable us to:

Combine the maximum amount of achievement, with the maximum amount of fun.

Fully develop each child's full potential, ensuring equal access to a challenging and creative curriculum.

Provide the highest possible standards of learning for all our children; encouraging them to become responsible and caring individuals, showing respect for all people.

Engender independence, and a healthy lifestyle that is promoted throughout the school: we will do our utmost to ensure that all children will be safe, happy and healthy in a learning environment promoting positive behaviour and attitudes.

To develop tolerance and fairness at school and in the wider community.

This is achieved through working as a team, in partnership with parents and our local community.

To create and sustain a friendly, caring atmosphere to enhance and support 'Learning for Life'. We continue to embrace clear, open and honest communication

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### **Responsibility**

We believe that promoting Equality is the whole schools responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that everyone's Rights are upheld through the Rights Respecting agenda.
Head teacher	As above including: Ensuring the Governing Body is kept well informed. Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents. Ensuring that everyone's Rights are upheld through the Rights Respecting agenda.
Senior Management Team	To support the Head / Principal as above Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Helping to deliver the right outcomes for pupils. Ensuring that everyone's Rights are upheld through the Rights Respecting agenda. Upholding the commitment made to pupils and parents/carers on how they can expect to be treated. Designing and delivering an inclusive curriculum

School Community	Responsibility
	Being aware of their responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders Ensuring that everyone's Rights are upheld through the Rights Respecting agenda. Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can expect to be treated Supporting colleagues within the school community Ensuring that they are aware of their responsibility to record and report prejudice related incidents
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Ensuring that everyone's Rights are upheld through the Rights Respecting agenda. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Ensuring that everyone's Rights are upheld through the Rights Respecting agenda. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can expect to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Ensuring that everyone's Rights are upheld through the Rights Respecting agenda. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

### How we provide equal opportunities

At Kingsleigh Primary School we are committed to the principles of equality of access and opportunity, unbiased treatment and equal value of all individuals. We do not discriminate against anyone in our school community, whether staff, children, Directors, parents or visitors, on the grounds of their gender, race, colour, age, sexual orientation, nationality, intellectual or physical capacity, social or religious background, ethnic or national origins.

Parents / Carers

- We will encourage and support parents to also promote equal opportunities and to eliminate discrimination both in school and in the wider community
- The school will promote contact with parents in a non-discriminatory manner giving due regard to parental responsibility, culture, language and disability.
- The school adheres to the principles of the United Nations Convention on the Rights of a Child and as such is a Rights Respecting School

**(Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from).**

### **Equal opportunities and access to the curriculum**

- ❖ The school ensures that curriculum planning takes account of the needs of all pupils.
- ❖ Children's cultural and religious backgrounds, experiences and needs are taken into account when planning an inclusive range of extra-curricular activities.
- ❖ The school ensures that the needs of pupils of a particular faith are met (for example enabling Muslim pupils to pray at prescribed times)
- ❖ Direct teaching and understanding of ethnic minority interests and issues are planned for and addressed through assemblies and across the curriculum.
- ❖ Access to specialist teachers e.g. the EMTAS team, is provided where necessary.
- ❖ The school is committed to partnership with other agencies in order to meet the explicit needs of all pupils.
- ❖ The curriculum is appropriately resourced and adapted for all pupils, taking into account any impairments, learning or behavioural difficulties they may have, including a commitment to modifying tasks and /or providing aids or alternative equipment.
- ❖ Resources show sensitivity to different groups and cultures and do not reinforce stereotypes.
- ❖ Staff time, attention and resources are given equally to all children.
- ❖ The school will ensure that a range of approaches to learning are used.
- ❖ Stereotypes will be actively challenged by staff

### **Equal opportunities and attainment and progress**

- ❖ The school will ensure that every child is given every opportunity to realise their potential.
- ❖ Analysis of the attainment of different groups will be used to identify and address underachievement.
- ❖ The school will ensure that assessment methods do not disadvantage any child because of cultural, linguistic or gender bias.
- ❖ The school will ensure that all children are tracked through the school in terms of progress and attainment and additionally, attendance.
- ❖ The school will ensure that any individual guidance, education plans and support that is offered to children takes account of their personal and cultural needs.
- ❖ Targets for all pupils will be monitored and reviewed.

- ❖ The Inclusion leader's report and meetings will identify any groups not making appropriate progress and address this with forward planning

### **Equal opportunities and the school environment**

- ❖ The school promotes positive relationships based on mutual respect between all members of the school community.
- ❖ Staff serve as positive role models and specifically act to combat racism, homophobic bullying, sexism and other forms of discrimination.
- ❖ The school has clear guidance for dealing with inappropriate behaviour (see behaviour policy)
- ❖ The school works to ensure that all who work in the school feel safe and can learn and teach without interference and disruption.
- ❖ Active steps are taken to protect staff from harassment by pupils or parents and all members of the school community are able to obtain support if they are victims of harassment.
- ❖ Play and leisure areas are accessible to all members of the school community and provide a positive environment for children from all social groupings.
- ❖ School visits are accessible to all children and staff.
- ❖ The dietary and medical needs of all children are taken into account and the school's dress policy reflects the cultural, religious and personal needs of all.
- ❖ Displays celebrate and actively promote diversity.
- ❖ The school supports multi-agency policies and strategies to combat discrimination in the local community.
- ❖ Collective worship, whilst fulfilling the statutory requirement to be mainly of a broadly Christian character, also recognizes and celebrates the diversity of faith and belief.
- ❖ The school premises are accessible by people with disabilities and there is an action plan of improvements to be made.(see Disability Equality Scheme)
- ❖ All who use the premises should be made aware of the school's commitment to equal opportunities.

### **Equal opportunities and staffing**

- ❖ The school advertises vacancies both internally and externally. All external recruitment adverts will carry the statement 'Bournemouth is committed to equal opportunities' in line with the Education Directorate's policy.
- ❖ The school will ensure that all recruitment literature and practices are based on job related criteria. The selection process will rely on job descriptions, person specifications, structured interviews and a fair and open assessment system.
- ❖ The school will ensure that all short-listing and selection decisions and the reasons for them are recorded and that records are kept for the minimum period of 7 months.
- ❖ The school will provide appropriate training for those involved in the selection decisions, including guidance on how to avoid discrimination.
- ❖ Systems will be put in place to ask all candidates invited for interview to indicate in advance whether arrangements need to be made to accommodate any disability.
- ❖ New staff will be inducted and given guidance in the implementation of school policy and arrangements will be made to share good practice.

- ❖ The relevant disciplinary and grievance procedures adopted by the school will be invoked as necessary in serious failures to observe the policy.
- ❖ Should the situation arise, the school will employ an agreed process for selecting employees for redeployment or redundancy that does not unfairly discriminate.
- ❖ A fair system will be in place for access to and selection for staff development opportunities.

### **Equal opportunities and admissions, attendance, punctuality and exclusions**

- ❖ Active steps are taken to ensure that the admission process is fair to all pupils. Kingsleigh primary school is a fully inclusive school.
- ❖ The school reviews all children's attendance and punctuality on an individual basis and appropriate action will be taken according to individual circumstances.
- ❖ The school takes proactive steps to prevent exclusion.
- ❖ The process of excluding a child is fair and equitable to all groups and the staff involved in managing exclusions adhere to the procedures as stated.
- ❖ The procedure and reason for an exclusion is communicated clearly to parents.
- ❖ The school accepts the right of parents to have an advocate when dealing with matters relating to the proposed exclusion of their child.
- ❖ Any child who is excluded is given a fresh start and reintegration programmes take into account a child's personal, cultural and educational needs.

### **Anti-racism**

Kingsleigh Primary School does not tolerate any form of racism or racist behaviour. We recognize the requirements under the Equality Act 2010. Should a racist incident occur, we would act immediately to prevent any repetition of the incident.

Our curriculum reflects the attitudes, values and respects we have for minority ethnic groups. We promote an understanding of different cultures through the topics studied by the children and this is reflected in the displays of work shown around the school.

Should anyone at the school be subject to racism, we will record the incident in accordance with LEA guidelines. The perpetrator of the racism will be dealt with in accordance with our Behaviour and Anti-bullying policies. Support will be given to all those involved to prevent further incidents.

### **Homophobic Bullying**

Kingsleigh Primary School does not tolerate any form of homophobic bullying. We recognize the requirements under the Equalities Act 2012. Should a homophobic incident occur, we will act immediately to prevent any repetition of the incident.

Our curriculum reflects the attitudes, values and respects we have for minority groups including those of gender orientation and same-gender parents. We promote an understanding of

tolerance and respect through the topics studied by the children, assemblies and is reflected in the displays of work shown around the school.

Should anyone at the school be subject to homophobic bullying, we will record the incident in accordance with LEA guidelines. The perpetrator of the incident will be dealt with in accordance with our Behaviour and Anti-bullying policies. Support will be given to all those involved to prevent further incidents.

### **Monitoring and review**

The policy will be monitored and reviewed on an annual basis and this process will involve staff, children, parents and Directors. A report on the effectiveness of the policy will be reported to Directors annually and a summary of actions being taken is shown as Appendix 1.

The school will also produce a summary of equality information to back up our summary of actions. Appendix 2.

## APPENDIX 1

### EQUALITIES ACT - Summary of Actions

Key point	Actions/Examples	Review
5.17: key policies available for scrutiny	Behaviour, Equalities, Bullying and pay policies are stored centrally and available for scrutiny.	Policy review follows new regime.
5.18: awareness raising and training for staff.	Staff meeting to go over key points (not yet held) and link to professional standards.	Minutes kept. Meeting in September.
5.19: ensuring that the school advances equality of opportunity. 1. Removing disadvantages of key groups 2. Meeting needs of particular faith 3. Encouraging full participation	1. Actively teach about tolerance and respect (British values). PSHE curriculum addresses equality issues including family types. 2. eg prayer arrangements for muslim child, Jehovah witness and Xmas etc. This includes dress code and diets available. 3. Survey of pupils attending after school clubs.	June assemblies; Jigsaw scheme addresses issues.  To be reviewed November 2016. Catering diets not an issue. Survey end of each term: FSM & EM.
5.20-5.22: Attainment data recorded for key groups: gender, FSM, EM, EAL	Part of progress checks, also a summary as part of SEF and available for Directors.	Tracking data
5.23: How the school fosters good relations:	Rights Respecting school, assemblies on tolerance, Peer Mediation, Food Bank, special school links, Anti-Poverty group, parent helper, work experience, links to other schools (Canford, Heathlands etc) and especially our part in the Septenary trust.	Produce brief summary for GB meeting December 2016
5.24: School consulting with professionals and members of community re disability and Special Needs	Police Support on Cyber-bullying, DEED and our global education strands. School's stated ethos Inclusive Community School.	Part of report for December 2016
5.25: Ensuring this document is available.	Share with GB, put on website.	Main GB July 2016.
5.26: School has produced a brief action plan listing actions for the coming year (although not a statutory requirement).	Action Plan written+ summary of data eg bullying and racist incidents.	July and December GB meeting 2016

