



**'BE THE BEST YOU CAN BE!'**

# **EQUALITY Policy**

**Lead person responsible:**  
**C Best & Y D'souza**

**Date:** **October 2017**

**Review Date:** **October 2021**

## **Introduction**

Roe Green Junior school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

### **Our approach to equality is based on the following 7 key principles**

- **All learners are of equal value.**
  - Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their sex or gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
  
- **We recognise, respect and value difference and understand that diversity is a strength.**
  - We take account of differences and strive to remove barriers and disadvantages that people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength and should be respected and celebrated by all those who learn, teach and visit here.
  
- **We foster positive attitudes and relationships.**
  - We actively promote positive attitudes and mutual respect between groups and communities different from each other.
  
- **We foster a shared sense of cohesion and belonging.**
  - We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
  
- **We observe good equalities practice for our staff.**
  - We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
  
- **We have the highest expectations of all our children.**
  - We expect that all pupils can make good progress and achieve to their highest potential

- **We work to raise standards for all pupils, but especially for the most vulnerable.**
- We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

This means that schools cannot discriminate against pupils, staff or visitors or treat them less favourably because of their sex or gender identity, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, age or marriage and civil partnership.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

### **The Public Sector Equality Duty or “general duty”**

- This requires all public organisations, including schools to:
- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### **Two “specific duties”**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6th 2012
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations

**Appendix 2** shows the school's Equality Objectives for 2015-2017 in an Equality Action Plan

### **Development of the policy**

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty; we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, school website and newsletters.

There are also references in the Behaviour, SEN and Anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being disadvantaged in comparison to their non-disabled peers.
- The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

### **Behaviour, Exclusions and Attendance**

We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school. These records state how we have resolved these incidents. We review this data termly and take action to reduce incidents.

## **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population well; we collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data to monitor progress and outcomes of different groups of pupils; this data is used to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

## **We collect and analyse data:**

- on the school population by gender and ethnicity
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
- by year group – in terms of ethnicity, gender and proficiency in English
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We publish an analysis of standards reached by different groups at the end of the key stage:

- Pupil Premium
- Ethnicity
- Free School Meals
- EAL

- All SEN
- Looked after Children
- We also collect, analyse and use data in relation to attendance of different groups.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
  - We implement an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled pupils.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions are designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

### **Other ways we address equality issues**

- We keep minutes of meetings where equality issues are discussed e.g. Governors meetings
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council,
- PSHE lessons, whole school surveys on children's attitudes to self and school (Pupil Attitude Survey);
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans
- ensure that we secure responses and feedback at Governing Body meetings.

### **Publishing Equality Objectives (see Equality Action Plan/ School Improvement Plan)**

We identify objectives that represent our school's priorities; they are the outcome of careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school improvement plan.

### **Monitoring and reviewing objectives**

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors, parents and carers.

We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

## **Governing body**

The governing body is responsible for ensuring that the school complies with:

- Legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.
- Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy

## **Head teacher**

The Head teacher is responsible for implementing the policy:

- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- taking appropriate action in any cases of unlawful discrimination.

## **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

## **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.



## **Equal Opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. 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.

- Staff appointments and promotions are based on merit and ability; appointments are made in compliance with the law.
- We ensure wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, we comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Monitoring and Reviewing the policy**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

## **Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office

We ensure that the whole school community knows about the policy, objectives and data through school newsletters, assemblies, staff meetings and other communications.

We publish on the school website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

## **APPENDIX 1 - Check list for school staff and governors:**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school environment is increasingly accessible to pupils, staff and visitors to the school
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves  
Procedures for the election of parent governors are open to candidates and voters who are disabled.

**APPENDIX 2 - Equalities Action Plan Nov 2015**

Aspect of the duty	Action	Responsibility	Monitored by	Time scale	Review
<p>Monitor achievement &amp; standards based on gender, ethnicity, disability, sexuality Take action where necessary in order to secure good progress for all learners.</p>	<p>Use cohort data to identify issues.</p> <ul style="list-style-type: none"> <li>- Develop strategies for tackling issues</li> <li>-Prioritise in SLT &amp; performance management</li> </ul>	<p>Whole School Head Teacher</p>	<p>FGB (Full Governing Body)</p>	<p>Annually</p>	<p>Termly standard reports showing progress of various groups including gender, ethnicity, SEND, FSM.</p> <p>Shared with Strategic Planning Committee and SEND Governor.</p> <p>Other Governors also check data as part of their monitoring responsibilities.</p>
<p>Monitor access to curriculum with regards to gender/SEN/ethnic minorities.</p>	<p>Look at Raise Online data of groups and identify anomalies.</p> <ul style="list-style-type: none"> <li>- Develop strategies for tackling issues if necessary.</li> <li>- Implement strategies.</li> </ul>	<p>Whole School Head Teacher</p>	<p>Strategic Planning Committee  Curriculum Committee  Equality Committee</p>	<p>Annually</p>	<p>Health and Safety audit – consider disabilities and SEND;</p> <p>Accessibility Action Plan reviewed annually.</p> <p>Inclusion Policy Reviewed on 3-yearly cycle.</p> <p>Children of all genders, SEND and ethnicity access the full curriculum.</p>

## **APPENDIX 2 (Continued)**

### **Equalities Action Plan Nov 2015**

<b>Aspect of the duty</b>	<b>Action</b>	<b>Responsibility</b>	<b>Monitored by</b>	<b>Time scale</b>	<b>Review</b>
<p>Monitor issues involving bullying and identify any correlation between bullying and SEN/ gender/race.</p> <p>Pupil questionnaire to identify issues.</p>	<p>Develop strategies to deal with any issues arising.</p> <p>Annual Anti-Bullying Week</p>	<p>Council</p> <p>Anti-Bullying group</p> <p>Head Teacher</p> <p>Anti-Bullying Staff Member</p>	<p>FGB (Full Governing Body)</p> <p>Equality Committee</p>	<p>Annually</p>	<p>Bullying Monitoring Log is kept and monitored regularly.</p> <p>No correlation found between bullying incidents and SEND/gender or race.</p>
<p>Monitor the relationship between boys and girls and develop strategy to challenge where appropriate.</p>	<p>Monitoring through SEAL and PSHE lessons.</p> <p>- Consider using questionnaire.</p> <p>- Take action where necessary.</p>	<p>Head Teacher</p>	<p>Curriculum Committee</p> <p>Equality Committee</p>	<p>Annually</p>	<p>Differences in attainment between boys and girls in each year group in reading, writing and maths are reported to the Governing Body.</p>

### **STATEMENT ON THE SINGLE PUBLIC SECTOR EQUALITY DUTY**

The School Mission Statement states that all children are educated to achieve their full potential in all areas of learning by developing and sharing their talents in a stimulating, and enjoyable environment. We are committed to giving all our children every opportunity to achieve the highest of standards. Our policies help to ensure that this happens for all the children in our school – regardless of their age, disability, gender, gender identity, ethnicity, religion/belief, attainment or background. The school has a responsibility to carry out the Equality Duty for schools. A copy of our Single Equality Policy is available to download from our school website.

The school also produces an Equalities Action Plan which is reviewed annually by the Governing Body as part of the Equality Duty.

The Equality Act 2010 replaced 9 major Acts of Parliament as well as almost 100 sets of regulations dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all types of discrimination which are unlawful. The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- How it provides pupils access to any benefit, facility or service
- Excluding a pupil.

### **Role of Governors**

The Governing Body is responsible for ensuring that the school meets the requirements of equality legislation through the following steps:-

- Ensuring the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions of behaviour.
- Supporting and guiding the school to have "due regard" for equality in all its functions.
- Ensuring the school complies with the Equality Duty.
- Reviews the Equalities Action Plan on an annual basis.

### **APPENDIX 3**

#### **School context September 2017**

<b>Characteristic</b>	<b>Breakdown (number and %)</b>
Number of pupils	474 – Total 47% (223) Female 53% (251) Male
Number of Staff	69 – Total 80% ( 55) Female 20% ( 14) Male
Number of Governors	10 – Total ( +2 Vacancies) 50% ( 4) Female 50% ( 4) Male
Religious character of pupils	Buddhists - 1% ( 5 pupils)
	Christians - 32% (151 pupils)
	Hindus - 31% (147 pupils)
	Muslims - 30% (141 pupils)
	Sikh - 0% ( 2 pupils)
	Other religions - 1% ( 7 pupils)
	Refused - 2% ( 8 pupils)
	No religion - 3% ( 13 pupils)
Attainment on entry	Pupils arrive in Year 3 with a wide range of ability
Mobility of school population	The school has a very good reputation within the local community. Our school population is stable and pupil mobility is fairly low.
Pupils eligible for Pupil Premium Grant	65 - Total
Deprivation factor	The school has deprivation at 0.32 National average is 0.23
Disabled Staff	0%
Disabled pupils (SEN/LDD)	0%
Disabled pupils (No SEN)	0%
BME pupils	82%
BME Staff	64%
Pupils who speak English as an additional language	86% (408 pupils)
Average attendance rate	96.1%
Significant partnerships, extended provision, etc.	