



# Norwood Primary School

## **Policy for Equality, Information and Objectives**

<b>Name of Committee:</b>	<b>FGB</b>
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## **Policy for Equality, Information and Objectives**

### **Legal Framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We 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.

### **Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by eight principles:

*Principle 1:* All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

*Principle 2:* We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

*Principle 3:* We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

*Principle 4:* We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

*Principle 5: We aim to reduce and remove inequalities and barriers that already exist*

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

*Principle 6: We consult and involve widely*

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of various sexual orientations

*Principle 7: We base our practices on sound evidence*

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

*Principle 8: Objectives*

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## **The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

## **Ethos and organisation**

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

- 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.
- The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

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.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Target	Action	How the impact of the action will be monitored.	Responsible person (s)	Timeframes
To establish effective systems to communicate the school's equality duties.	To disseminate the School Equality Plan through the school website, newsletter, staff meetings etc.	Discussions with pupils during family assemblies and School Council meetings.	Headteacher Admin Staff Teachers	From Autumn 2015
To ensure that all pupils make progress including vulnerable groups	Ensure our Characteristics data is accurate and used via G2 and Target Tracker. Work towards closing the gap for groups of learners. To further develop the teachers' use of information in targeting pupils. To further develop the middle leaders use of data in creating action plans to address particular needs. To act upon findings. Following on from SEND review to complete the action plan.	Analyse assessment information to judge the success of the planned interventions.	SENDco Leader Assessment Leader Maths and English Leaders. Teachers	From Autumn 2015
Plan for opportunities within the school's curriculum to address any equalities issues	To consider coverage of equalities issues in mapping out the New Curriculum. To ensure that through PHSE lessons and assemblies that all children, particularly KS1 learn about racism and equality issues in general. New curriculum to be reviewed as on-going throughout the year to tailor this to the needs of our school.	Increase in pupils' participation, confidence and achievement. Pupils understanding (particularly KS1) to have improved.	Headteacher Assistant Head Subject Leaders	Autumn 2 2015

To monitor bullying and harassment of pupils and staff by race, disability and gender, and is this information used to make a difference to the experience of other pupils	Use format for reporting and termly analyse data and act accordingly.	Close monitoring of the data – analysis to judge the success of response.	Headteacher Pastoral Leader Governing Body	From Autumn 2015
To ensure that all pupils are given similar opportunities with regards to clubs	To look at having a more even distribution of clubs next year – age ranges/boys and girls. Through use of pupil voice ensure provision matches the needs of the children.	Analysis of clubs on offer and attendees.	Club Leader Headteacher Office staff Teachers	From September 2015
To allow equal access to information for all parents/carers	Promote the use of technology available for p/c to use within our school facilities.	Monitor Groupcall and parent/carer responses and participation.	Headteacher Admin Staff Pastoral Leader	From September 2015