Harry Gosling Primary School
Equalities and Diversity Policy
2019-20 - DRAFT

Commitment:

The Governors, Head Teacher and staff of Harry Gosling Primary School are committed to eliminating all forms of discrimination and to promoting equality for all.

Aims:
- encourage the development of anti-discrimination practice appropriate to the circumstances within the school and the community which it serves;
- remove any barriers which may impede any members of the school community from participating fully in all aspects of school life.

The overall aim of our policy is to ensure that we provide an anti-discriminatory and anti-oppressive environment, where every individual in Harry Gosling Primary School and the community we deal with feels appreciated, valued and understood.

We aim to:

1. Provide a systematic framework for ensuring equality;
2. Help the school meet its legal obligations;
3. Tackle bullying and discrimination in any form.

The Policy's effective implementation is ensured by:

1. Commitment and involvement from the school community, who are proactive in promoting equality and tackling all forms of bullying and discrimination;
2. Clear vision and strategy;
3. An effective communication network.

The protected groups are:

- age (as an employer – but not applicable to pupils)
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- gender
- gender reassignment (being or becoming a transsexual person)
- sexual orientation
- being married or in a civil partnership
- being pregnant or on maternity leave

The geographical and cultural context of the school:

- The school is situated in Tower Hamlets, an area home to a large community of Bangladeshi origin;
- Over 90% of the pupils are of Bangladeshi origin;
- The remainder includes children from all over the world;
- The staff and governors represent several nationalities and racial groups, including White British / English, Bangladeshi, Bangladeshi British, Black African, as well as other groups;
- The school has many links with the local community, including business partnerships, links with the local East London Mosque and others;
- The school aims to work in close partnership with parents and carers, who are encouraged to play an active role in school life;
- The local area is undergoing a regeneration programme which may have an impact on the local community;
- Many local families live in over-crowded conditions, and there is a demand for larger housing units.

Links with the Behaviour Policy:

This document is also to be used alongside, and as an extension of, our Behaviour Policy, which sets out the responsibilities of all members of the school community in terms of how they behave towards each other, and the systems that are in place to support this.

Links with the Community Cohesion Policy:

This document is also to be used alongside and as an extension of our Community Cohesion Policy. A cohesive community is one where:
- There is a common vision and sense of belonging for all communities;
- The diversity of peoples different backgrounds and circumstances are appreciated and positively valued;
- Those from different backgrounds have similar life opportunities;
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, schools and within neighbourhoods.

Definitions:

What is bullying?

Bullying is defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is conscious, wilful and consists of repeated acts of aggression and / or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying generally falls into one or a combination of the following categories:
- Physical bullying – Unprovoked assault on a person or group;
- Psychological – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives;

- Social – ostracism / rejection by peer group;
- Verbal – The use of language in a derogatory or offensive manner, such as swearing, racist, homophobic or sexist abuse, sexual innuendo, spreading rumours, etc.;
- Internet or mobile phone bullying;
- Other – including interference with personal property, extortion, etc.

What is racism?

The Stephen Lawrence Inquiry Report states:

'…that racism consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture, or ethnic origin. It can be subtle or overt, intentional or unwitting. It can be personal – name-calling, abuse, harassment and violence.'

What is institutional racism?

'Institutional Racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping.'

Examples of Institutional Racism can include:

1. Ineffective consultation with communities
2. Lack of information or communication
3. Lack of monitoring and reviewing of policies and practices and their impact on specific groups
4. Lack of training and awareness
5. Poor/ineffective recruitment, retention and progression of minority ethnic staff
6. Marginalising others
7. Lack of support for ethnic minority staff
8. Informal ' in groups' or cliques within organisations
9. Disproportionality of exclusions and achievement
10. Stereotyping and assumptions
11. Lack of openness to the personal values and beliefs of others
12. Use of inappropriate language

What constitutes a racist incident:

A racist incident can involve a wide range of behaviours. It is racist if it involves discrimination against a group or individual based on any aspect of that person's ethnic background, including: skin colour, appearance, religion, beliefs, culture, language, accent, food, behaviour, etc

It can involve:
- Verbal abuse (direct) – name-calling, insults and racist jokes;
- Verbal abuse (indirect) – name-calling, ridiculing somebody, or spreading rumours or gossip about them, because of their cultural differences (e.g. dress, food, faith, music);
- Refusal to co-operate with other people because of the their colour, ethnicity, language, accent etc.;
- Exclusion of individuals from social groups because of the their colour, ethnicity, language, accent etc.;
- Racist comments in the course of discussions in lessons;

- Racist graffiti;
- Incitement of others to behave in a racist way;
- Wearing racist insignia or badges;
- Expressing racist views or promoting the views of racist organisations;
- Threatening behaviour (e.g. jostling, gestures, damage to personal property, hostile phone calls or text-messaging);
- Physical assault.

What is disability?

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following:
mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

Whole-school agreement on combating discrimination against any minority group (including gender, race, religion and disability):

Consultation takes place regularly with pupils, staff, parents and governors. The following points underpin how we ensure race equality in this school:

1. We tackle verbal abuse, racist, homophobic and discriminatory name-calling towards any pupils or adults.
2. We ensure that all pupils are aware of what racism, homophobia & discrimination are, and how we tackle them as a school.
3. Children include children who are new to the school in their play, and are friendly to them. These children are not teased about their clothes, their accent or other differences.
4. Children and staff must speak English. This is so everyone can understand what is going on and do not feel left out.
5. We ensure that the views and expertise of all staff are listened to and respected, and provide opportunities for this to happen.
6. We ensure equal access to staff development.
7. Staff ensure they are aware of procedures for dealing with and reporting racist and discriminatory incidents.
8. We give equal importance to the religious festivals of different groups.
9. We address concerns over anyone feeling that they may be being treated differently because of skin colour, culture or other diversity.
10. We agree a whole school approach to tackling racism, and review this regularly.

Strategies for tackling bullying, racism and discrimination, and disability discrimination:

Ensuring a genuinely inclusive ethos, where diversity is valued and celebrated.

Having a clear policy so that children, parents and staff know what steps to take if they are victims of bullying, racism, homophobia, disability discrimination or any other form of discrimination, or if they see it happening.

Good communication – to have procedures in place so that children, parents and staff are able to have their views heard, and responded to.

Teaching children about disability, racism, homophobia and bullying and discrimination, and about their rights and responsibilities.

Promoting positive action to overcome some underlying causes of some bullying through aspects of school organisation.

Providing information and guidance on stopping bullying, racism and all forms of discrimination.

Auditing incidents of bullying, homophobia and racism and reviewing measures taken to tackle it.

Providing support to victims of bullying, racism, homophobia or any other form of discrimination.

Ensuring children can report bullying, racism and other forms of discrimination confidentially.

Ensuring that victims of bullying are kept safe from reprisals.

Having a whole school Behaviour Policy that gives guidance on behaviour management and appropriate sanctions.

Providing support and guidance to those who have bullied others, been racist or have discriminated against another member with a disability to help them change their behaviour.

Working with parents as partners to support pupils.

Working with professionals within the school, including the SENco, and external agencies to support individuals and their families.

Reviewing the Equalities and Diversity Policy regularly to ensure it is effective.

Action to prevent all forms of discrimination:

We regularly raise awareness about bullying, racism, homophobia and other forms of discrimination and how to stop them, in assemblies and curriculum learning, as well as during whole school events such as Unity Week.

Peer Mediators – A system of Peer Mediators has been set up to help organise activities to make lunchtime fun, so children can be occupied in a positive way which reduces the likelihood of bullying and racism.

Interesting lunchtime clubs and activities have been set up, so children have plenty of things to occupy them at lunchtime.

Midday Meals Supervisors – receive support and training to help them provide an optimum level of supervision during lunchtime.

The school has an agreed set of Values and Golden Rules that all pupils are aware of. These form the basis of an agreed understanding of each person's rights and responsibilities in the school community.

There is a whole school behaviour policy, with an agreed set of sanctions for dealing with unacceptable behaviour. This allows for consistency through the school, so pupils are aware of the boundaries of acceptable behaviour, and the sanctions for stepping beyond these.

There is a school policy setting out how the school works with pupils and parents to stop bullying and discrimination, and what they should do if they are victims or witnesses to bullying.

How does the school publicly promote good personal and community relations and anti-discrimination?

- By having a clear policy on Equalities and Diversity that has been agreed by stake-holder groups and their representatives;

- By having explicit procedures for dealing with inappropriate and discriminatory behavior;

- By communicating policy and procedures to stake-holders, so people know what to do if a problem arises;

- By meeting with staff / pupils to agree action on issues.

How does the school challenge all discrimination and promote positive attitudes?

- We create a safe and secure environment for all pupils and adults of all abilities within our school, so that real learning can be achieved: learning which ensures that pupils and students feel respected, valued, reassured and comfortable in their own unique identity;
- The school is pro-active in preventing racist and bullying incidents, by raising awareness and stressing the many positives of a multi-cultural/religious society
- We challenge any negative messages of fear, hatred and ignorance, to make sure that our school in no way harbours or nurtures such beliefs;
- We challenge stereotypes and language, which promote hostility and anger towards an individual or a group who are of a different faith, skin colour, appearance, religion, ability, gender, sexuality and have different values and belief systems;
- Because sometimes young people may struggle to find their own identity, within their own changing culture, teaching staff aim to understand the complexities of various cultures;
- We create a safe and secure environment for all pupils and adults within our school so that real learning can be achieved; learning which ensures that pupils and students feel respected, valued, reassured and comfortable in their own unique identity;
- We ensure that pupils feel supported, whilst also challenging any myths, values and beliefs which stereotype and violate individuals or groups who are different from themselves;
- We allow pupils who may struggle with ideas and opinions, which may be different from their own; to have the opportunities to express their views and opinions, so that inappropriate and damaging discriminatory behaviours can be addressed within the secure and safe environment;

How the school addresses racism and equality in 'Teaching and Learning'?

Subject co-ordinators are responsible for ensuring that the curriculum reflects an awareness of differing abilities; racial, cultural and religious backgrounds and values (not just RE, PHSE and Citizenship).

An agreed approach to behaviour is implemented by all staff to ensure race equality and anti-bullying and discrimination outside the classroom, along corridors, in the playground.

Staff create an environment, where all pupils can contribute fully and feel valued. They do this by discussing and teaching about racism, bullying and discrimination and individuals rights and responsibilities.

Teaching takes account of pupils' cultural and religious/faith backgrounds, linguistic needs and different learning styles. This is facilitated by advice from the relevant staff, planning support for children at an early stage of English acquisition, and adapting the curriculum content to suit local needs including children that may have special educational needs.

Different cultural traditions are valued in their own terms and made meaningful to pupils. For example the school celebrates Unity Week and has an International curriculum unit- focusing on the achievements from a variety of cultures.

We ensure that all pupils/students have a clear sense of identity and belonging about their own cultural heritage, and feel valued and respected. We do this by celebrating the festival of the traditions from which pupils come, and teaching about these traditions.

Pupils are helped to make connections with their own lives by discussions from their own experience.

Teachers challenge stereotypes, and build pupil awareness, so that they can detect bias and challenge discrimination.

The curriculum is planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity. PSHE is planned to be part of all curriculum areas. This incorporates the principles of racial equality.

Pupils are given the opportunity to explore concepts and issues relating to identity, racial equality and racism during circle time discussion. The curriculum supports the valuing of diversity.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all racial groups by reviewing the curriculum annually, after teachers have evaluated the units of work covered.

The school ensures that diversity involves a personal encounter with other cultures by setting up a programmed of visits from people from different backgrounds and ethnicities, to come and work with children in a variety of ways.

Extra-curricular activities and events cater for the interests and capabilities of all pupils, by offering a range of opportunities in response to requests from school councillors, on behalf of all pupils.

Display in the school reflects positive images which represent diverse racial groups, as well as challenging unacceptable attitudes and behaviour.

How does the school ensure admission and attendance policies promote equality?

- The admissions policy and criteria are equally open to pupils from particular racial groups and does not discriminate against disabled pupils;

- The admissions process is monitored by the LA and the headteacher, to ensure that it is administered consistently and fairly to pupils from all racial and ability groups;

- The school monitors pupil attendance and has systems for addressing problems of non-attendance.

Equality in staff recruitment and professional development:

- Posts, including those for non-teaching staff, are advertised in a format that includes a statement of the LA Equal Opportunities Policy;

- Posts are advertised externally so as to be open to the widest pool of applicants;

- The school personnel staff work closely with EPM, a big professional personnel firm to ensure all procedures are in line with employment requirements and legislation;

- Administrative staff have also contributed to the whole-school Race Equality Policy and are committed to promoting equal opportunities;

- Harry Gosling School ensures that all those involved in recruitment are effectively trained and made aware of what they should do to avoid unconscious racial discrimination;

- The school ensures that there is good practice in terms of racial equality throughout the selection and recruitment process, by following LA guidelines on procedures, and regularly referring to our personnel providers for legal advice;

- Applications for employment, training and promotion, along with details of staff in posts, are monitored by racial, gender and disability group. The school collects the information which is monitored by the LA;

- The appointment process is set up in a way that ensures equal opportunities: application forms are checked against selection criteria, all applicants are asked the same set of questions, which have been agreed in advance, and their answers are marked against selection criteria. Candidates are always asked a question to check their understanding of and commitment to equal opportunities;

- We encourage, support and enable all staff to reach their potential, by implementing a Performance Management procedure that identifies training strengths and needs, and supports all staff in developing their skills and knowledge as part of an on-going process of Continuous Professional Development, to which we are fully committed.

Equality and Diversity issues involving visitors, supply staff and contractors:

1. All visitors are required to fill in their details, and wear an identification badge;
2. Supply teachers have access to the schools Equalities and Diversity Policy;
3. Contractors routinely prepare risk assessments to ensure safe practices while employees are in school.

Ensuring equality in attainment and progress:

- The school has equally high expectations of ALL pupils and staff and stakeholders, and is committed to encouraging and enabling all pupils to achieve the highest standards;

- Pupil attainment and progress data are monitored by ethnicity and ability and evaluated to identify and address trends and patterns of underachievement, so that they can be addressed effectively;

- The school recognizes and values all forms of achievement – both academic as well as creative, sporting, as well as in terms of the development of the individual as a caring and responsible citizen of the school and the wider community.

What is done if bullying, racism or discrimination occurs:

Reporting:

A record is kept of all incidents involving the use of racist/homophobic/ sexist/discriminatory language or behaviours.

A record is kept of all behaviour incidents that have resulted in a child being sent to 'Behaviour Time'.

If a behaviour meets the threshold to be considered as bullying (ie. It is conscious, wilful and repeated – see full definition above) then it will be reported to the LA.

A report is given to the Governing body of the number of incidents of racist/homophobic/sexist language and of incidents of bullying.

Principles:

Harry Gosling School deals with incidents of bullying and discrimination in line with Tower Hamlets guidelines. The aim of action taken is to ensure that the behaviour is stopped, victims are supported appropriately and perpetrators are disciplined in line with school policy.

The school ensures that pupils, parents and staff are aware of the procedures for dealing with discrimination and bullying. This is done by giving guidance on what constitutes bullying, by having a clear set of procedures for dealing with it, and by communicating these to all members of our school community.

All members of the school community have a responsibility for reporting and recording racist and homophobic incidents.

In the case of bullying and discrimination:

- **between pupils-**

Incidents should be reported to a member of school staff. Reports are then followed up by the class teacher, who may decide to refer it to a member of SLT for further investigation.

After investigation, a decision will be made as to the appropriate way to manage the perpetrators. Pupils are internally excluded in the event of racist or homophobic behaviour. A second incident results in fixed term exclusion.

Other behaviours are managed according to the specific incident. This may include sending a child to 'Behaviour Time', informing parents/carers, holding meetings to plan ways forward, putting a child on 'Behaviour Log', excluding a child or reporting the incident as bullying to the LA.

Support is given to the victim of bullying or discrimination by school staff.

Measures are also taken to help the bully to change the way they behave, and to find better ways of interacting with others. This may include referrals to other agencies.

- **by a member of staff towards another adult-**

The victim should consider how best to tackle the situation in a professional manner.

They should not suffer in silence. It may be appropriate to seek the advice of another colleague, line manager, or a union representative.

Grievance Procedures are in place and can be taken out against another member of staff if problems persist. The school may also elect to use the Disciplinary Procedure to deal with cases of misconduct of staff.

If the problem is more general - where practices in the school itself are felt to be discriminatory, the issue can either be directly addressed with the headteacher or teacher governor, or be raised for discussion at phase meetings, which is made up of members of all sections of staff other than those in SLT.

- **by other adults on school premises-**

This should be reported to a member of SLT.

The headteacher will institute an investigation of the complaint.

Further action may involve referring the incident to police, LA and governors.

Contractors will be held responsible for the behaviour of their employees while working on school premises, and individuals behaving in an unacceptable manner will be asked to leave the school premises.

- **by a member of staff towards a pupil-**

This should be reported to a member of SLT.

In this case, the headteacher appoints an investigating officer to find out the full circumstances of the case.

Disciplinary action may be taken against the member of staff, if allegations are substantiated.

- **by a pupil towards an adult-**

This should be reported to a member of SLT

The pupil's parents / carers will be notified.

Depending on the nature of the incident, and any previous history of such behavior, sanctions will be agreed.

In the case of physical assault, the police and LA will be notified.

Roles and responsibilities:

The headteacher (Executive Head and Head of School)
- takes overall responsibility for implementation of the race equality and its related procedures and strategies.
- Ensures that all staff members are aware of their responsibilities, and are given appropriate training and support.
- Takes appropriate action in any cases of racial discrimination.
- Report incidents to the LA.
- Writes and oversees the school policies which cover inclusion and behavior.

Governors
- endorse and adopt the school's policies.

Curriculum Leaders
- are responsible for ensuring that the curriculum is in line with the Equality policy.

All staff
- are aware of the harm that discriminatory attitudes and behaviour cause, and that it is everyone's responsibility to deal effectively with all forms of inequality and bullying;
- have a shared understanding of discrimination and bullying and how to tackle them;
- are responsible for implementing the school's policy when dealing with and challenging discrimination;
- promote good relations and do not discriminate;
- keep up to date with inclusion and equality issues, by attending training and accessing information opportunities

Monitoring and Review:

We will monitor the policy and evaluate its effectiveness in consultation with stakeholders, eg through questionnaires, feedback from School Council representatives, etc.

The school policy is communicated and made available to:

- Pupils
- Parents/carers
- Teaching staff
- Support staff
- Union and staff representatives
- All members of the governing body
- Volunteers
- Job applicants
- Contractors and service providers
- School visitors

The policy will be made available to all on the school's website,

A written version of the policy will be available to any member of the school community.

How we have gathered information on the effect of our policies and practices on people with disabilities:

We recognise that our policies and practices may impact on disabled members and in particular on:
- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information include:

Pupil Achievement:
Pupils with disabilities are monitored and their progress is tracked. Intervention programmes and referrals are made if necessary. Class teachers meet with SLT members to discuss any issues regarding the pupils. These meetings are held termly.

Learning Opportunities:
Pupils with disabilities receive extra support from other adults where necessary.   This can be through whole class delivery, small group work or individually.

Admissions, Transitions, Exclusions:
During the admission phase we speak to parents/carers and obtain records from the previous school to find out whether pupils have additional needs.

Social Relationships:
We foster an acceptance and tolerance of all pupils and staff regardless of any disability. We teach PSHE and have adopted a cross-curricular approach in regard to this. We have Peer Mediators who are instrumental in ensuring pupils play in a socially acceptable fashion during playtimes.

Employing, Promoting and Training Disabled Staff:
We have a policy of equal opportunities to all staff, including staff members with a disability. All staff have termly performance management where aspects of training are discussed and organised.

Partnerships with parents and the community:

The creation, review and evaluation of school policies and procedures relating to equality adheres to any relevant legal requirements.

Action is taken to encourage the involvement and participation of all staff and parents/carers in the school. Parents are encouraged to play an active role as partners with the school.

"Please note that we may share information with 3rd parties and that the information

 held is in compliance with the GDPR and Data Protection regulations"