

Equalities Policy



Date:	May 2015
Review Date:	May 2018
Date approved by Full Governing Body:	June 2015

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COLDEAN PRIMARY SCHOOL

Equalities Policy

1 Introduction and context

1.1 Why we have developed this Equalities Policy

This Equality Policy for Coldean Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of 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 educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Other policies related to this are:

- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Cyber-bullying Policy
- Disability Equality Scheme
- "The Good Life" Policy (*Combined Healthy Schools, Active Travel, Healthy Eating, Sustainability Policies*)
- Safeguarding Policy
- Sex and Relationships Policy

These can be obtained from the school or accessed from the school's website: www.coldean.brighton-hove.sch.uk > E-Office > Policies

The Equality Act (2010) 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

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. 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 also provides guidance to staff and outside visitors about our approach to promoting equality

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.

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

1.2 Our school within the wider context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community through our termly Raising Attainment Plans.

Details of the school's contextual data can be found on our website: www.coldean.brighton-hove.sch.uk > Parents > Policies

1.3 Our vision statement about equality

At **Coldean Primary School** we are very proud of all the staff's commitment to ensure that the children within our care receive a quality provision. We recognise the importance of educating the whole child, building on their strengths and celebrating individual's achievements. We have worked hard to create a school community where everyone can be happy, healthy and work with zest. We seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence.

As a school we pride ourselves on being inclusive. 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 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 believe we all have equal rights, but may have different needs.

The positive relationships between staff (and indeed between staff and children) are fundamental to our success. By working together to promote a sense of self-worth, we encourage self-confidence, honesty and individual talents; establishing a sense of belonging and pride in our achievements.

We provide a positive, stimulating and challenging learning environment that is safe and secure. Our learning experiences promote life-long learners through developing inquisitive minds, a joy of discovery and a sense of wonder.

1.4 Overall aims of our Equality Policy

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. We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We aim:

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

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- sexual orientation of parents/carers
- gender reassignment,
- pregnancy or maternity

We have produced an access plan in which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

This plan is available from the school or within in the "Policies" section of our website.

2 Our approach

2.1 Introduction

As well as the specific equalities objectives that we are working on, set out in Appendix III of this policy, the school takes a whole school approach to equalities and community cohesion. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- **Shared humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion** within our school and within our local community
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

2.2 Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils?

2.3 Support for pupils / students

2.3a Auxiliary Aids

Currently the school has full wheelchair access and IT systems, *e.g. Hearing loop, lifts, full wireless connectivity, bespoke laptops* to ensure disabled pupils can access the full curriculum.

2.3b Pastoral Support

As a school we offer extensive pastoral support for the pupils through both the curriculum and the wider work of the school.

- Learning mentors and SENCos work with identified groups to ensure external support works in conjunction with school interventions *e.g. Young Carers and RISE*
- Pupil Welfare Officers lead on CAF, TAF, Children-in-need (CHINs) and ensure that professionals within the school meet the needs of our young people.
- Strong links with local religious leaders who support the RE curriculum.
- We have deliberately not assigned specific adults as 'safe' members of staff for particular areas as it is important that children can approach whomever they feel most comfortable to discuss their needs with.
- Children develop a 'helping hand' of people in the school who they can speak to about any concerns, fears or worries they may have.
- EMAS supports the school in providing a welcoming environment where children, young people and families from BME/EAL backgrounds feel secure, safe, and have a sense of belonging.
- Our Primary Language specialist is integral in promoting cross-cultural links throughout the school and its wider community.

2.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics.

Brighton & Hove Council makes the arrangements for the admission of children to this school at age 4+. A detailed description of the arrangements is contained in the annual booklet 'Infant, Junior and Primary School Admissions in Brighton & Hove'.

A copy can be obtained from the School Admissions Section, Children & Young People's Trust, PO BOX 2503, King's House, Grand Avenue, HOVE BN3 2SU (tel: 01273 293653) or via the Brighton & Hove City Council website: <http://www.brighton-hove.gov.uk/> A copy is also available for inspection in the school.

However, parents/carers may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

1. Children in the care of the local authority (look after children)
2. Children with strong medical or other exceptional reasons for attending the school;
3. Children who, in the September of the year of admission, will have a brother or sister at the school, provided that their home is no more than two miles from the school;
4. Home to school distance.

If it should be necessary to decide between children within any of these priority groups, giving the places to those children who live closest to the school will do this. Allocations are made using the equal preference system.

Information reflecting the outcome of the admission arrangements at 4+ can be found in the school's current prospectus available from school or via the website www.coldean.brighton-hove.sch.uk > About Us > Our Prospectus

2.5 Exclusions

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2.6 Religious observance

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

2.7 Hiring out our premises

Our Lettings Policy clearly states that groups contravening the school's values and Equalities Policy are not eligible to hire rooms or use our grounds. Responsibility for this lies with the Governors and they will deal with any issues.

3 Our Staff

We comply full with legislation that 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 (unless specific requirements are intrinsic to the role) until a job offer has been made 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 in conjunction with the Local Authority's Dignity and Respect at Work Policy.

While working at Coldean Primary School all staff are expected to adhere to a common code of conduct towards the people they work with. It is not expected that all staff will agree on all aspects of their working life but the following standards must be adhered to:

- Staff will be courteous towards each other.
- Within the working day staff will engage in professional conversation.
- Staff will demonstrate respect while conducting adult-to-adult conversations.
- Within discussions staff can be assertive; they should never be aggressive or intimidating (physically or verbally).
- Staff will take instruction from line managers/senior leaders in line with job description.

The above standards are written with the aim of promoting good working relationships within the school. If standards of behaviour fall below this expected level then the appropriate procedure will be followed.

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.

If a staff member has alerted the SLT to their disability, reasonable adjustments will be made through consultation with Occupational Health, staff member, Union representation and Human Resources. These adjustments may take the form of reduced/adapted working week, physically altered working environment, altered responsibilities, use of technologies etc. This list is extensive and unique to each case.

Relevant support groups and networks provided by the LA are advertised on staff noticeboards and SLT are always available to signpost staff towards further resources.

Via the Human Resources service purchased from our HR Provider, Brighton & Hove City Council, we have access to advice and guidance on equalities matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

- Safer Recruitment Policy
- Schools Absence Management Procedure and Guidance
- Whistleblowing Policy
- Wellbeing Framework

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

- Headteacher and Deputy Headteacher have received Safer Recruitment training from the Children's Workforce Development Council;
- All staff have read and understand this Equalities Policy

Further training needs are identified and addressed through the school's Performance Management procedures, weekly staff meetings and Senior Management Meetings.

4 The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils, visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of 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
- Take appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

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 or termly RAP
- Implement the Grievance Policy if required
- 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 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 pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability via the School Council
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

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

Our school staff will:

- be involved in the development 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

- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equalities related bullying and incidents in line with school policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

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

5 Responding to harassment, victimisation and bullying

The School has adopted and follows the Local Authority's current Dignity and Respect at Work Policy. This can be located at <https://wave4schools.brighton-hove.gov.uk>

5.1 Definitions

We recognise that hate incidents and 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, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our Anti-Bullying Policy defines bullying in the following way:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011)

We define "Prejudice-based/hate* incidents" in the following way:

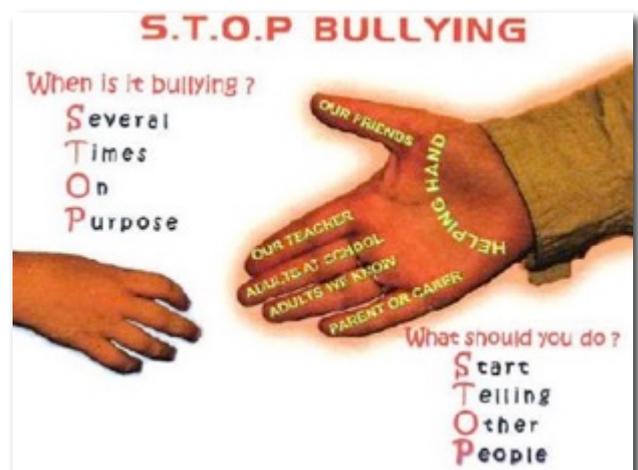
This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's race or perceived race, gender disability, religion and / or belief, sexual orientation or gender identity. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group can be damaging and must therefore be responded to as a prejudice related or hate incident.

* Hate incidents is the term widely used by the Police and other sectors to describe this type of incident. We aware that at their most serious both bullying and prejudice-based incidents should be reported to the Police.

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 pupils to understand better the diversity that exists in society. We provide opportunities for them to explore and understand the complexities of equalities issues. address the experience, understanding and needs of victim, the perpetrator, bystanders and the wider school community through our actions and responses.

Children and staff are made aware of the school's procedures by way of PSHE&C lessons, the school's own "STOP Bullying" posters. The school uses its



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own anti-bullying approach based on Restorative Justice with the support of the Learning Mentors.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation.

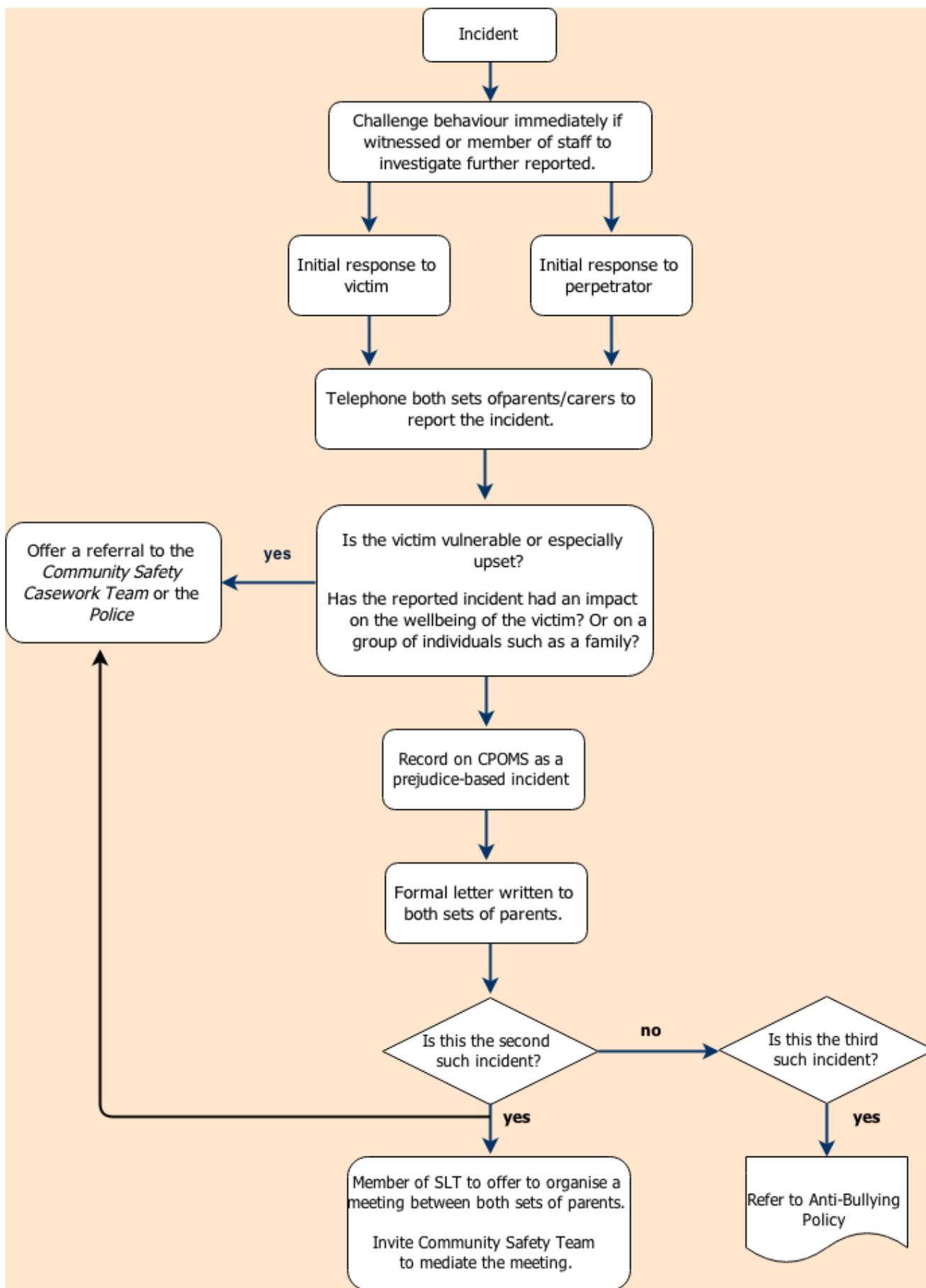
5.2 Reporting, recording and responding to prejudiced-based incidents

All incidents are recorded in the school's *Child Protection Online Management System (CPOMS)*. Details of the incident are sent to the SLT, Inclusion Team, class teacher(s) and support staff of the pupil(s) involved.

5.2.1 Initial Response

- Clear support should be provided to the victim, whether it is a pupil or a staff member, who has been insulted or rejected (verbal, body language etc) in the following ways:
- Accept the victim's account of the incident and provide solidarity and support
- Confirm that it was right for the victim to approach you and inform you
- Ask what action the victim would like to take place e.g. involving the pupil or staff member responsible for the prejudice-based incident/bullying and/ or teacher or Headteacher or other pupils or staff to help solve the situation that has arisen
- Discuss whether they would like their parents to be informed and involved
- Stress that they are not themselves the cause of the bullying
- If there were witnesses to the incident, as is likely, ensure they know your sympathies are with the pupil(s) or staff member(s) at the receiving end of the prejudice
- It should be fully acknowledged that the victim may show anger or exhibit bad behaviour if s/he feels that s/he has not been given the appropriate support
- Reinforce school's position and rules on prejudice and discriminatory practice
- Focus on the perpetrator's *behaviour* (rather than the person)
- Contact parents/carers (Social Services in the case of "looked after children") of both the victims as well as the perpetrators. If the incident is not able to be resolved on the spot and / or requires further follow-up, parents of both perpetrator and victim should be kept informed at every stage of the investigation, if necessary by inviting them to come into the school to discuss the matter.
- Conversations should be confirmed in writing - *see examples of letters in Appendix I*

The following diagram provides an overview of actions that need to be taken if anyone feels an incident is prejudice-based (as defined in para 5.1)



5.2.2 Record

- Ensure that there is a record entered in **CPOMS** under the correct protected characteristic(s) *e.g. gender, disability, race/ethnicity, religion/belief, sexual orientation, appearance, gender identity, home circumstances*. "Incident" if once or twice, "Bullying" if more than twice.
- All incidents of bullying are additionally recorded in SIMS and reported to the Local Authority termly.

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. In the case of serious incidents we will support the victim and their family to complete the Brighton & Hove Hate Incident Form and if a crime has been committed inform and involve the police.

5.2.3 Further response

- All staff to monitor the behaviour of both victim and perpetrator
- Address the perpetrator's prejudice behaviour and correct misperceptions, *e.g. racism due to not belonging in "our" country, homosexuality is 'wrong'*
- Reinforce the school's position and rules
- Bring both parties together and give them a chance to be involved in resolving the situation
- Refer incident to BHCC's **Partnership Community Safety Team** (Office hours: 01273 292735) communitysafety.casework@brighton-hove.gov.uk
- **NB:** Victims have a right to refer cases to the police if their parents so wish and all parties have a right to complain to the Governing Body.

5.3 Challenging those who are responsible

- Be firm, yet non-confrontational, with the pupil who was insulting, and help pupils settle elements in their argument or conflict which are unrelated to ethnicity, culture, religion/belief, sexuality. If appropriate, use role-play to help the perpetrator understand how the victim feels.
- Where it is a member of staff, the Headteacher should make it clear that it is a breach of professional conduct to act in a discriminatory way. The use of disciplinary procedures may be necessary.
- Where it is an adult – a parent or other visitor to the school, it will be necessary for the Headteacher or a member of the senior management team to explain the ethos of the school and the seriousness with which discrimination is taken both by the school and the authority. There should be a warning that the incident will be recorded and if necessary the police informed.

5.3.1 Sanctions

Please note that these sanctions are not in sequential order. School staff will implement the appropriate sanction for each individual case, informing parents/carers when judged to be appropriate.

- reprimand from the teacher, referring back to school's 'Golden Rules' and Class Charter.
- loss of Golden Time
- incomplete work sent home to be completed with parents/carers;
- loss of playtime(s);
- loss of privileges/positions of responsibility for a period time;
- permanent loss of privileges/positions of responsibility;
- seclusion to another class to complete work
- pupil writing letter(s) of apology to the person(s) affected by his/her behaviour;
- pupil being sent to the Key Stage Leader/ Deputy Head teacher/ Head teacher;
- "Notice to Improve" - behaviour card kept daily for a set period of time;
- loss of right to represent the school (should be used rarely);
- implementation of an individual behaviour plan (IBP);
- parents/carers may be asked to remove their child from school, either for an agreed period of time or at times when inappropriate behaviour has repeatedly occurred *e.g. lunchtimes*

In extreme circumstances and/or where a child has not responded to the above sanctions, a child may be excluded from school for a fixed term or permanently. This would be implemented in line with Local Authority procedures.

- Follow through with appropriate measures to reinforce the school's position with individuals/group/class/school via assembly, circle time, tutor period and curriculum
- Present monitoring returns to staff to ensure regular discussion & development of good practice
- Continue to encourage pupils to report and discuss racist incidents and how they should respond
- Use existing means of involving pupils, such as a pupil post box or student council
- Work with other agencies to promote good relations

- Governing Bodies must be informed termly of incidents and actions taken to deal with them as a part of the head teacher's termly report

NB: Given that there may be sometimes on-going exclusion, disciplinary, grievance and legal proceedings in connection with incidents, names of individuals should not be used. All the above should be dealt with in accordance with Data Protection and confidentiality should be maintained at all times

6 Commissioned services (buying in services)

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 procurement 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.

7 Involving the school community in the development of our Equalities practice

The development of this policy and of our equalities objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

Our pupils

Pupils are regularly consulted on their opinions and ideas through PSHE&C lessons and via the School Council. Individuals with protected characteristics have opportunities to discuss their particular needs with Learning Mentors who may be assigned particular groups of children, class teachers, SENCos, the Headteacher and Deputy Head.

The views of pupils is also gathered through use of the virtual learning environment via discussion boards and forums.

Our Staff

All staff are able to offer their contribution to the development of our Equalities Policy through regular staff meetings, senior management meetings, their line managers *e.g. midday supervisors, cleaners,*

Our school governors

The Governors will review and ratify this policy, making agreed adjustments as required. The assigned Governor for Equalities will consult with the Governing Body in the future.

Parents/carers

Parents/carers are invited to share their contributions through response to newsletter; "Coldean Chat", and by appointment with the Head teacher.

Minority, marginalised and potentially vulnerable groups

Our Primary Languages specialist and EMAS partners engage EAL Parents' through coffee mornings. The school's Open Door Policy allows any parent/carer regardless of literacy level to engage and contribute to the life of the school. The Children's Centre is a port of call for parents/carers who find 'form-filling' challenging and the Receptionist is able to support parents/carers at this first point of contact.

Our partners in the community

Within the community of Coldean, the school has developed strong links with new Larchwood, St. Mary Magdalen's Church and the Library. The Head teacher attends local partnership groups and contributes to the Coldean community newsletter.

On-going

All staff will have the opportunity to monitor the Policy annually in staff meetings and INSET days.

The School Council will represent the pupils' views.

8 How we identify our equalities objectives

In line with our statutory duties we publish equalities information annually and publish and report on equalities objectives every three years. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty

- Equalities information is found on the website
- Reports on our equalities objectives are on the website

Our equality objective-setting process has involved gathering evidence as follows:

- from equality impact assessments (or other process for reviewing the potential impact on decisions made in schools)
- from RAISEonline data, CPOMS records, annual Safe and Well At School Surveys, sociograms
- from involving relevant people (including disabled people)
- from Local Authority's Equality and Anti-bullying Learning Walk report

In addition, 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. OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

Annual updates of our contextual information (see website) are used to inform the SEF. All significant groups are considered when looking at data in termly Pupil Progress Meetings and any discrepancies are addressed through focused interventions which are planned, delivered, monitored and evaluated through our termly Raising Attainment Plans. Through this we aim to close the gap between the attainment of those with protected characteristics and their peers.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. As a school we utilise the full range of services which include: Traveller Education, Ethnic Minority Achievement Service, Healthy Schools Team, Allsorts, AMAZE, Mosaic, Black and Minority Ethnic Young People's Service, Participation Team etc

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.

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.

- St Mary Magdalen's Church provides a strong, positive Christian ethos supporting the school's work in this area. Regular celebrations in the church help to forge links.
- Brighton & Hove's Ethnic Minority Achievement Service (EMAS) supports the school to provide a welcoming environment where children, young people and families from BME/EAL backgrounds feel secure, safe, and have a sense of belonging. They recognise bilingualism as an asset, with a

continuing role to play in identity and learning. They support the school build capacity within schools /settings to ensure needs of BME/ EAL pupils are met appropriately and effectively

9 Implementation, monitoring and reviewing

This policy was published in May 2015. It will be actively promoted and disseminated through publication on the school website, staff meetings, School Council, Parent Forum meetings and PSHE&C lessons. Copies will be available from the Main office and parents made aware of this through the school newsletter.

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

We will report annually on the policy and analyse whether our 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.

Date for Review: May 2018

Dates for Reports on Equalities Objectives: May, every two years (2014, 2016, 2018)

Appendix I

SAMPLE LETTER TO THE PARENTS/CARERS OF THE VICTIM OF A PREJUDICE-BASED INCIDENT

NOTE: It is likely that the Headteacher has already spoken to the parent(s) about the incident. The form of words in the letter should be modified to take account of the seriousness of the event, age of the child etc.

Coldean Primary School
12 Kenwards
Coldean Primary School Brighton
BN1 9EN

Dear

I am saddened to write to tell you that your son/daughter..... was the victim of a prejudice-based incident today. was extremely upset by this.

In line with the school's and Local Authority's policies we have taken the following action:

•

The Stephen Lawrence inquiry raised the awareness of racist incidents to new levels and all racist incidents are recorded by schools and investigated thoroughly. Racism is not tolerated at Coldean Primary in any form.

I am truly ashamed of the behaviour of the children and I have logged all the information in our Racist incidence file. I would like to stress that all racist remarks and actions are taken very seriously by the staff at the school.

Once again, my sincere apologies that this incident arose.

Yours sincerely

SAMPLE LETTER TO THE PARENTS/CARERS OF THE PERPETRATOR OF A PREJUDICE-BASED INCIDENT

Coldean Primary School
12 Kenwards
Coldean Primary School Brighton
BN1 9EN

Dear

I know that you will be upset to hear thatwas sent to me today because he/she said something to another child that was prejudiced against their race/ perceived race/ gender/ disability/ religion/ belief/ sexual orientation/ gender identity.

I am sure that you would like to speak withabout the seriousness of the language and the offence that it causes. We do not tolerate any behaviour that may be perceived as racist/ sexist/ homophobic/ religiously intolerant/ homophobic/ transphobic.

In line with the school's and Local Authority's policies we have taken the following action:

•

I would greatly appreciate if you would take time to speak to..... about the need for him to think carefully before he/she says or does something that could be construed as offensive or discriminatory. All incidents of this nature are taken very seriously by schools.

Since the Stephen Lawrence inquiry all racist incidents are recorded by all schools and investigated thoroughly. Racism is not tolerated in schools in any form. I have tried to reinforce this with him/her and would appreciate any further reinforcement you may be able to provide. I am required to record all racist incidents in a file. Each term a summary of the type and frequency of racist incidents is shared with the Chair of Governors and the LA. No personal information is passed on.

Once again, thank you for your support.

Yours sincerely

Appendix II

Equalities Contextual data

Coldean Primary School uses contextual information as part of its self-evaluation process. Attainment data at KS1 and KS2 is analysed and used to support the elimination of discrimination and other conduct prohibited by the Equalities Act. Key areas for improvement form the objectives in our Equalities Objectives (Appendix III)

The following school level data is updated annually. National comparative data is updated as and when it becomes available – most usually in the validated RAISEonline Summary Report in December. Please visit our website for the current data: www.coldean.brighton-hove.sch.uk > E-Office > Policies

	Number	Percentage	National ¹
Number on roll (YN – Y6)			
Boys			
Girls			
SEN Support			
Educational Health Care Plans			
EAL			
Home Language ² : English			
Home Language: Arabic			
Home Language: Other			
Entitled to Free School Meals			
Ever entitles to Free School Meals ³			
Children in Care			
Ethnicity ² : White – <i>British, Irish, Traveller of Irish heritage, Romany or Gypsy and any other white background</i>			
Ethnicity ² : Mixed - <i>White & Black Caribbean, White & Black African, White & Asian and any other mixed background</i>			
Ethnicity ² : Asian or Asian British			
Ethnicity ² : Black or Black British			
Ethnicity ² : Any other ethnic group			
School deprivation indicator			

1 National data as reported in the DfE's latest RAISEonline Summary Report

2 Pupils' *Home Language* and *Ethnicity* have been grouped together to ensure confidentiality. If you are a special interest group that requires more detailed information please contact the school directly to discuss your needs.

3 Only applies to pupils in YR – Y6