



NONSUCH PRIMARY SCHOOL

EQUALITY POLICY

Date of Policy: February 2016
Date of Review: February 2019
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Rationale

This Equality Policy for Nonsuch 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 further 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 wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- o eliminate discrimination, harassment and victimisation;
- o advance equality of opportunity and
- o foster good relations between groups.

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.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Nonsuch Primary School Self Evaluation Form:

- o Almost all pupils live in owner occupied houses and only 3% are eligible for free school meals. (School Census '16). Crime rates are average. Predominantly Christian with a population whose average age is 41.5yrs (May 2010).
- o Pupil mobility is stable and the deprivation factor is low
- o Numbers of children from ethnic minority backgrounds just below national average, (25%) and we have a diverse cultural mix. (School Census '16) These children generally achieve at or above the school average. (School Tracking Records, Raiseonline)
- o Although the percentage of pupils whose first language is not English is 14%, generally they are fluent in English. However, early years have seen a small number of children joining with no

spoken English. A total of 12 additional languages, mostly Asian, are spoken in addition to English. (School census)

- o The school identifies children with special educational needs (10% January 2016 school census and provision map/register) Registers are held for each group of children and individual plans created where focused teaching is necessary. Interventions are identified and learning targeted termly, ensuring every child has equal access to the curriculum and to ensure they have the opportunity to achieve their potential Assessment interventions).

Overall aims of our Equality Policy

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

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in our school improvement plans.

Our approach

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 to embrace the following key concepts:

- o Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- o Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- o Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- o Social cohesion within our school and within our local community
- o 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
- o Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- o 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

Our vision statement about Equality

Nonsuch Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

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 to 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 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.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- o the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- o preparation for entry to the school
- o school policies
- o breaks and lunchtimes
- o the provision of school meals
- o interaction with peers
- o opportunities for assessment and accreditation
- o behaviour management approach and sanctions
- o exclusion procedures
- o school clubs, activities and school trips
- o the school's arrangements for working with other agencies
- o preparation of pupils for the next phase of education
- o learning and teaching and the planned curriculum
- o classroom organisation
- o timetabling
- o grouping of pupils
- o homework
- o access to school facilities
- o activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- o school sports
- o employees' and staff welfare

The roles and responsibilities within our school community

Our Head teacher will:

- o ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- o oversee the effective implementation of the policy
- o ensure staff have access to training which helps to implement the policy

- o develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- o monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- o ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- o designate a governor with specific responsibility for the Equality Policy
- o ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- o support the head teacher in implementing any actions necessary
- o engage with parents and partner agencies about the policy
- o evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- o have responsibility for supporting other staff in implementing this Policy
- o provide a lead in the dissemination of information relating to the Policy
- o with the Head teacher, provide advice/support in dealing with any incidents/issues
- o assist in implementing reviews of this policy as detailed in the SDP

Our pupils/students will:

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

Our parents/carers will:

- o be given accessible opportunities to become involved in the development of the Policy
- o have access to the Policy through a range of different media appropriate to their requirements
- o be encouraged to actively support the Policy
- o be encouraged to attend any relevant meetings and activities related to the Policy
- o be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- o be involved in the development of the Policy
- o be fully aware of the Equality Policy and how it relates to them
- o understand that this is a whole school issue and support the Equality Policy
- o make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

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

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, administrators, 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 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.

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.

Responding to hate or prejudice-based incidents and bullying

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

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 our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. 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.

Implementation, monitoring and reviewing

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which 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.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years. These objectives can be found on the school's website.

Equality Statement: 2016

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At Nonsuch Primary School we:

- ·Strive to achieve equality of opportunity for all, adults and pupils.
- ·Educate all about discrimination and prejudice and promote a harmonious environment.
- ·Strive for all pupils to achieve the highest possible standards in their learning and make good progress.
- ·Ensure that the appointment of staff is in line with equal opportunities legislation.
- ·Ensure that the governing body of the school reflects that of the wider community.
- ·Identify barriers to learning and participation to meet a diversity of needs.