

BYRON COURT PRIMARY SCHOOL

EQUALITIES POLICY

1. INTRODUCTION

1.1 This policy outlines the Public Sector Equality Duty (2011) to ensure that equality of opportunity is available to all members of the school community, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

1.2 The members of the school community include pupils, teaching staff, support staff, parents/ carers, Governors, visitors to school including multi-agency professionals, and students on placement.

1.3 The Equality Act defines eight 'Protected Characteristics': Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion and belief, Gender and Sexual orientation.

2. AIMS AND OBJECTIVES

At Byron Court Primary School we believe that:

- 2.1. Equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community.
- 2.2. Every member of the school community should feel safe, secure, valued and of equal worth.
- 2.3. We aim to provide an environment which is free from unlawful discrimination, harassment or victimization of any kind. We educate our pupils in an environment which recognizes, celebrates and draws upon diversity of our population and offers equal respect, appropriate support and fair rewards for all our pupils.
- 2.4. We will make reasonable adjustments to allow children with disabilities to fully take part in all aspects of school life (Disability Discrimination Act, 2010).
- 2.5. We aim to promote the principles of fairness and justice for all through the education that we provide in our school.
- 2.6. We promote mutual respect and value each other's similarities and differences and face equality issues openly.
- 2.7. We constantly strive to remove any forms of discrimination that may form barriers to learning.
- 2.8. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 2.9. We challenge stereotyping and prejudice whenever it occurs.

3. SCHOOL PROFILE

As of May 2017 we have 379 boys and 357 girls on roll. The major ethnic groups that make up the pupil numbers are Indian (24%), White Eastern European (12.8%), Pakistani (11.4%) and Black Caribbean (9.1%). 2.4% are White British.

We have 1 child with a Statement of Special Educational Needs and 8 child with an Educational, Health and Care Plan.

School is not aware of any staff or governors who have a disability. Please see our Accessibility Policy for details on reasonable adjustments.

Legislation used as guidance when preparing this policy

- Public Sector Equality Duty 2011
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations (2003) and the Employment Equality (Religion or Belief) Regulations (2003)
- The respective Codes of Practice associated with the legislation
- Policy Development

4. ROLES & RESPONSIBILITIES

This policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting Equalities and raising the achievement of all pupils is the responsibility of the whole school staff, including support staff.

4.1 The Governing Body will:

- 4.1.1 Be committed to and seek to ensure equal opportunities for all in the school.
- 4.1.2 Continue to do all it can to ensure that all members of the school community are treated fairly and with equality and that no one is discriminated against whilst in our school on account of the eight characteristics (see 1.3).
- 4.1.3 Ensure that the school complies with all relevant legislation for equality and diversity.
- 4.1.4 Receive progress reports from the head teacher and other school staff on a termly basis, as part of the head teacher's report to governors.
- 4.1.5 One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for Equalities.
- 4.1.6 Governors appointed to this role will attend appropriate training to ensure that they are up to date with any relevant legislation.
- 4.1.7 The Governing Body will adopt the LEA's guidance on dealing with racist incidents.
- 4.1.8 Compare school performance information to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

4.2 The Head teacher will:

- 4.2.1 The Headteacher; supported by the governing body, will implement the school's Equalities Policy.
- 4.2.2 Ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy and that teachers apply these guidelines fairly in all situations.
- 4.2.3 Ensure that the school complies with all relevant legislation (see section 3).
- 4.2.4 Monitor the impact of the policy and report outcomes to the governing body.
- 4.2.5 Return statistical information to the relevant council officer.
- 4.2.6 Uphold the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 4.2.7 Treat all incidents of unfair treatment and any racist incidents with due seriousness.

4.3 The Inclusion Team (Deputy Headteacher for Inclusion, Assistant Headteacher for Inclusion and the SEND/EAL Leader) will:

4.3.1 Be involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

4.4 All teachers will:

- 4.4.1 Familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.
- 4.4.2 Ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 4.4.3 When selecting classroom material, pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.
- 4.4.4 Strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 4.4.5 When designing schemes of work, use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.
- 4.4.6 Challenge any incidents of prejudice or racism.
- 4.4.7 Record any serious incidents, and draw to the attention of the Headteacher.

4.5 Administrative, ancillary, supervisory and support staff

- 4.5.1 All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

4.6 Pupils

- 4.6.1 Pupils will share in the development of the Equalities policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

5. 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, teaching and learning will:

- 5.1.1 Ensure quality of access for all pupils and prepare them for life in a diverse society.
- 5.1.2 Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- 5.1.3 Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- 5.1.4 Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- 5.1.5 Promote all subjects and celebrate the contribution of different pupils groups to the subject matter.
- 5.1.6 Seek to involve all parents in supporting their child's education.
- 5.1.7 Provide educational visits and extra-curricular activities that involve all pupil groupings.
- 5.1.8 Identify resources that support staff development.

5.2 LEARNING ENVIRONMENT

At Byron Court we have high expectations of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To achieve this:

- 5.2.1 Adults in the school will provide positive role models in their approach to all issues relating to equality of opportunity.
- 5.2.2 Pupils' learning needs including the more able will be met by carefully assessed and administered programmes of work (see Inclusion policy).
- 5.2.3 We will provide an environment in which all pupils have equal access to all facilities and resources.
- 5.2.4 All pupils are to be encouraged to be actively involved in their own learning.
- 5.2.5 The children are encouraged to greet visitors to the school with friendliness and respect.
- 5.2.6 The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- 5.2.7 Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

5.3 CURRICULUM

We aim to ensure that our:

- 5.3.1 Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- 5.3.2 Pupils will have opportunities to explore concepts and issues relating to identity and equality

5.4 PROVISION FOR BILINGUAL PUPILS

We make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups *may* include Traveller and Gypsy Roma children, those from refugee families, pupils whom English is an additional language, pupils who are new to the United Kingdom.

5.5 ABILITY AND SPECIAL EDUCATIONAL NEEDS

- 5.5.1 At Byron Court every child, regardless of ability, has an entitlement to a positive, helpful learning environment with carefully planned work which matches individual needs in order that they may reach their potential.
- 5.5.2 We recognise and value good effort and attitudes of children in all areas of the curriculum regardless of academic achievement.
- 5.5.3 The school caters for and allows all children access to equipment, resources and teacher time. Special consideration is given to pupils that may need special arrangements, for example during SATs/ exams: extra time, modified/ enlarged test papers.

5.6 ASSESSMENT, PUPIL ACHIEVEMENT AND PROGRESS

- 5.6.1 At Byron Court we recognise and value all forms of achievement and set high expectations to challenge and extend learning to raise standards for all pupils.
- 5.6.2 We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school.
- 5.6.3 Pupils' attainment and progress in individual subjects is monitored both individual and in pupil groups (including gender, FSM, language, SEN, ethnic group, class and Year Group).
- 5.6.4 Tracking and data analysis of pupil groups is monitored and evaluated to identify trends of under achievement and to develop strategies for improvement.
- 5.6.4 The school values the achievements and progress of pupils from all pupil groups.
- 5.6.5 Assessment is used to inform future learning intentions and strategies.
- 5.6.6 Assessment procedures will be explained, as appropriate to pupils and families who are new to the education system in this country.
For more details on assessment and pupil achievement please refer to our Assessment Policy.

5.7 PUPIL ADMISSION AND ATTENDANCE

- 5.7.1 Steps are taken to ensure that all selection methods are fair and equitable to pupils from all pupil groups.
- 5.7.2 Information about pupils' ethnicity, first language, religion, physical needs, and diet etc., is recorded when pupils are admitted.
- 5.7.3 The school monitors pupil attendance by pupil group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance.
- 5.7.4 The school and families will be aware of their rights and responsibilities in relation to pupil attendance with absence being followed up appropriately.

5.8 BEHAVIOUR, DISCIPLINE AND EXCLUSIONS

- 5.8.1 Social inclusion will be the responsibility of every member of staff in the school, with high standards and expectations for all, to enhance the educational experience of every pupil.
- 4.8.2 All staff will operate consistent systems in accordance with the school Good Behaviour policy.
- 4.8.3 The school will expect high standards of behaviour from all pupils with fair school procedures for behaviour management, which are equally applied to all, whilst recognising that cultural background may affect pupil behaviour.
- 4.8.4 The school will have early intervention strategies, particularly for those who may be at risk of disaffection.
- 4.8.5 Pupils who experience difficulties in managing their behaviour will be offered support, usually through an Individual Education Plan to meet their needs.
- 4.8.6 Sanctions will be applied fairly in accordance with the borough guidelines with exclusion only to be used as a last resort or when no other alternatives are available.
- 4.8.7 Language and behaviours that are racist, sexist, homophobic or potentially damaging to minority groups will not be tolerated.

For more details on behaviour and discipline please refer to our Good Behaviour Policy.

6. STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- 6.1 The school and governors will adhere to recruitment and selection procedures that are fair and equal, in line with the statutory duties and Equality Act 2010 as well as Local Authority guidelines.
- 6.2 The skills of all staff will be recognised and valued; staff will be encouraged to share individual skills and knowledge within the school community.
- 6.3 The school acknowledges and values the need for staff and those within the whole school community to reflect the diversity of the local, wider community.
- 6.4 The school will monitor applications and appoint those with the most suitable skills-set.
- 6.5 All new staff members will be familiarised with this policy as part of their induction programme.
- 6.6 The school takes active steps to ensure that any selection for redundancy avoids racial discrimination.
- 6.7 Adults are not discriminated against and recruitment practices are fair and transparent.

- 6.8 We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages.
- 6.9 We undertake to encourage the career development and aspirations of all individuals.
- 6.10 It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

POLICY REVIEW

Date of policy: May 2017

Date of next review: May 2018

EQUALITIES INFORMATION

The Public Sector Equality Duty 2011 has 3 main aims:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

This policy outlines the commitment of our school to ensure that equality of opportunity is available to all members of the school community.

The following policies expressly acknowledge the importance of avoiding discrimination and other prohibited conduct: Religious Education; Sex and Relationships Education; Inclusion; Anti-Bullying, British Values, Children with Medical Needs, Inclusion, Induction of New Arrivals, International Dimension, Modern Foreign Languages, PSHCE, RE, Child Protection, Qualities, Good Behaviour, Accessibility, Aims and Values, Monitoring and Evaluation, Recruitment and Retention, Staff Induction.

OBJECTIVES

- Ensure that adult role models are reflective of a range of cultures.
- Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally.
- Break down barriers to perceptions of disability
- Ensure the school promotes gender equality through recruitment procedures where possible
- Continue to create engaging learning opportunities that promote achievement for all pupils
- Achieve a greater awareness of national community identity.
- Ensure global community awareness is authentic and reflective of all races
- Ensure that Sex & Relationship Education recognises diverse family structures
- Ensure tolerance of all beliefs are expected by staff and pupils
- Ensure staff profile is representative of all ages
- To achieve an attendance target of 96%

HOW WE ARE MEETING THOSE OBJECTIVES

- Through the staff recruitment procedures we are aware of the need to apply the principles of equal opportunities and gender equality.
- We invite a range of visitors to school where possible to promote equalities awareness, including religious leaders as guest speakers and school parties from other countries (e.g Spain this year).
- The curriculum for RE has been reviewed to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures.
- We organised a Disability Awareness Fortnight which included a range of visitors to enable pupils to engage positively with disabilities.

- Where appropriate we provide boy-friendly texts, or design lesson that respond to learning needs of boys.
- All staff respond appropriately to questions raised by children
- Staff handbook and induction procedures raise awareness of sensitivity towards diverse religious beliefs.
- We have high expectations of pupil behaviour and tolerant towards all differences.
- We have a range of whole school Assembly themes based on British Values including Aims and Values, Democracy, Friendship, Diwali, Remembrance, Anti-Bullying, E-safety, Our Community, Hannukah, Chinese Year, Individual Liberty, Co-operation, Fairtrade, Mutual Respect, Kindness, Tolerance and Eid, among others.
- A whole school Learning Dispositions project was launched this year to promote independent and active learners through 'Growth Mindset'.
- Our school values are displayed on the school website and in the playgrounds.
- Anti-bullying week is held in the Autumn Term.
- The Inclusion Team supports parents, staff and children to ensure that equality of opportunity is available to all members of the school community.
- Our support staff receive regular equalities training this year including English as an Additional Language, Behaviour Support, Speech and Language Therapy, Mental Health and Empathy
- Our whole school INSETs provide regular equalities training including Behaviour Support, Prevent Training, Inclusion, Quality First Teaching, Autism and Hearing Impaired.
- The Inclusion Team regularly liaise with outside professional services to support our staff with Quality First Teaching including those with a range of needs. These services may include Educational Psychology, Occupational Therapy, Speech and Language Therapy, Brent Outreach Autism Team, Brent Hearing Impaired Service and Brent SENAS.
- We have strengthened links with The Village School to promote positive relationships with those in other schools who have a disability.
- Parent workshops are conducted throughout the year to offer support to our community, such as Reading, Phonics and Maths as well as coffee mornings to strengthen parent-school relationships. Some are targeted to community groups such as Reading Support for Romanian parents.
- A range of strategies to encourage good attendance including phone calls home when a reason for absence is not given on the day, certificates and film afternoons at the end of term and regular monitoring of attendance data.
- Daily phonecalls to families of children who show non-attendance
- Targets in our School Development Plan reflect our commitment to equality and ensuring progress of groups are priorities (see all Action Plans including Raising Attainment, Inclusion, Health and Wellbeing and Literacy and Languages).