



# Equalities Policy

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# Equality Policy

## 1 Introduction and context

### 1.1 Why we have developed this Equality Policy

This Equality Policy for Carden 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.

Related policies include:

- Admissions Policy
- Behaviour Policy
- Anti-bullying Policy
- PSHE/LIFE Skills & SRE Policies
- Equalities Objectives
- RE Policy
- Safeguarding & Child Protection Policies

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.

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

- foster good relations between groups and to promote community cohesion
- advance equality of opportunity and
- eliminate discrimination, harassment and victimisation;

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.

We use our Equalities Objectives & Data document (on website), IDSR, SAWSS anti-bullying data, attendance and attainment and progress data are all used to inform this document which is updated annually.

### **1.3 Our vision statement about equality**

Carden Primary School seeks 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.

We continuously aim to create a culture of respect for others and recognition of human rights where we recognise and celebrate differences and develop a community where pupils are well prepared for life in a diverse society.

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.

### **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 have 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, sexual orientations, 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
- gender reassignment,
- pregnancy or maternity

We recognise that pupils may have LGBTQ parents/carers and some of pupils will grow up to be LGBTQ themselves. In some cases very young children will have an awareness of their own emerging sexual orientation. Therefore we need to ensure any homophobic or transphobic bullying or name calling is challenged, family diversity is acknowledged and that children who do not conform to gender stereo types feel confident and safe in our school community.

We have produced an access plan 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.

## **2 Our Approach**

### **2.1 Introduction**

As well as the specific equality objectives that we are working on the school takes a whole school approach to equality 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 - Pastoral Support**

Our pastoral support programs start with our whole school approaches to inclusion, behaviour, PSHE/Life Skills curriculum, Anti-Bullying and RE curriculums. In addition to this Carden has invested heavily in creating a very well structured and supportive pastoral support system including learning mentors, lunchtime club a Boxall Profile Nurture Group and pays for a school counsellor and play therapist. All of these services and support are open to all pupils but with a focused consideration on narrowing gaps for disadvantaged pupils.

The school monitors and supports any pupil designated a vulnerable and follows LA pathways of support such as Early Help Plans, TAFS etc. and refers to multi-agency teams such as Function Family First or the Community Safety Team or Traveller Liaison or EMAS where appropriate.

### **2.4 Admissions**

Our admissions arrangements are in line with the LA Policy and FAP Policy which is fair and transparent, and do not discriminate on any of the protected characteristics. See Admissions Policy (available on website).

### **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. Members of religious communities are given 1 approved absence per major religious festival during term time as required e.g. Eid. We maintain a proactive approach of education, celebration and engagement with our religious communities linked with school. Our RE curriculum, assemblies, school trips and family events such as our Eid Family picnic are all an important part of promoting community cohesion and celebrating diversity.

## **2.7 Hiring out our premises**

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure through our lettings policy that groups contravening the school / college values and Equality policy will not be permitted to hire rooms or use our grounds.

## **3 Our Staff**

We comply fully with legislation which 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. (See the *Safer Recruitment Toolkit* for further guidance.)

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.

Further guidance can be found at:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

Via the Human Resources service purchased from our LA HR Team we have access to advice and guidance on equality matters relating to staff Relevant policies are listed below:

- Safer Recruitment Toolkit (includes equalities in employment issues in schools)
- Schools Absence Management Procedure & Guidance
- Whistleblowing Policy (on website)
- Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting)

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.

#### **4 The roles and responsibilities within our school community**

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination. The policy needs to state the specific responsibilities of the members of the school community and the methods used to ensure that all staff are aware of their responsibilities.

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and 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 (SIP)
- 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/students will:

- be helped to understand how this policy relates to them, appropriate to age and ability
- 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 equality 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

### 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 related / 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.*

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 and understand the complexities of equality issues. 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 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. In the case of serious incidents we will support the victim and their family to be referred to The Community Safety Team.

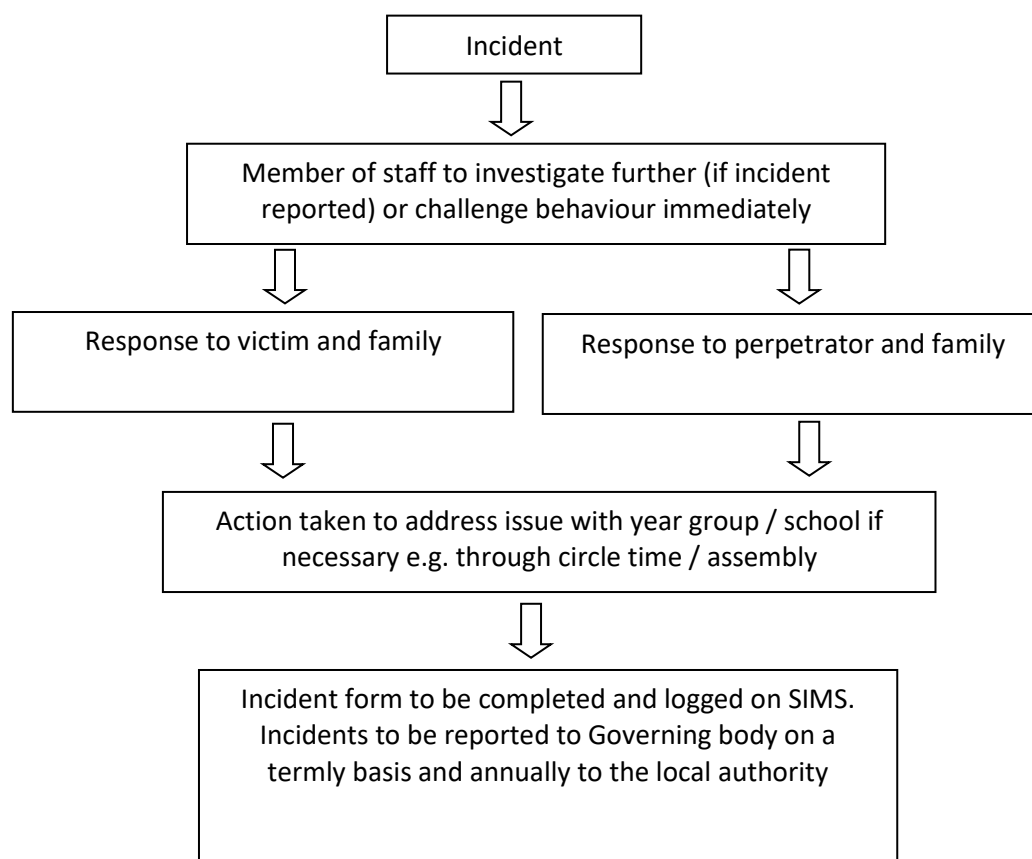
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- 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, religion or belief;
- 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, religion or belief.

## **5.2 Reporting, recording and responding to prejudiced based bullying and incidents**

As in our Anti-bullying Policy systems in school for recording and reporting incidents include Bubble Time, contact with class teachers or senior staff, CPOMS (For staff), using LA approved recording and reporting forms, data returns to the LA, SAWSS Survey data and referrals to The Community Safety Team.

Interventions can include arrange of method depending on the severity of the incident and the age of those involved. They can include Reflections, Restorative Justice work, Circles of Friends, referrals to Community Safety Team, Learning Mentor Support, EMAS support or if appropriate exclusion of pupils or banning adults from the premises.



## 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 Equality practice

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

- Our pupils/students – via Circle Times, SAWSS Surveys, Poverty Proofing Survey or our CATS team (School Council).
- Our staff
- Our school governors
- Parents/carers – Parent/carers focus group, Poverty Proofing Survey, PTA etc

## **8 How we identify our equality objectives**

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

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

- i. from equality impact assessments (or other process for reviewing the potential impact on decisions made in schools)
- ii. from the data sources stated in sections 1.2 and 2.2 of this policy
- iii. and from involving relevant people (including disabled people) as described in section 7.

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.

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. These include:

- BHISS
- EMAS
- Traveller Liaison
- Community Safety Team
- PSHE Support Service
- Allsorts
- AMAZE

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.

## **9 Implementation, monitoring and reviewing**

This policy was published on 24<sup>th</sup> January 2019.

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 within our Equalities Objectives document.