

KEW WOODS PRIMARY SCHOOL



Equality Policy

At Kew Woods Primary School, we take pride in the teachings of our unique school

values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring that equality and diversity is promoted across the school, we are also actively promoting fundamental British values where pupils are encouraged to treat others fairly and respect those from different faiths and cultures. This policy should be read in line with other school policies (Behaviour, Anti-Bullying etc).

Introduction

This policy has been adopted with the approval of the Governing Body. It will be renewed on a regular basis and refreshed on a four year cycle. This policy reflects the ethos of the articles agreed at the U.N. convention on the Rights of the Child. This policy is carried out within the context and spirit of the school's vision and values. This supports and reinforces the aims of Kew Woods Primary School, valuing all children equally and as individuals. We aim to encourage and inspire every child to believe that all of their aspiration can be achieved through learning, imagination and effort. We teach them that their possibilities are endless.

Scope

Kew Woods Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Our Vision and Aims for Equality and Diversity

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders, irrespective of race, disability, gender, sexuality, religion, belief or socio economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life and flourish to reach their potential.

The achievement of pupils will be monitored by race, gender and disability and we will

use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

We respect difference, value diversity and embrace equality and fairness for all. The children are also taught to understand and follow our Code of Conduct:

**Always do my best,
Be kind and respectful to others,
Care for one another and our environment,
Everyone's voice will be heard and valued,
Working together to become responsible citizens.**

Legal Requirements

Kew Woods Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts; the *General* and the *Specific*. Within the *General* Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the *Specific* Duty, Kew Woods Primary Primary School recognises that we are required to:

- Publish equality objectives every 4 years. We are mindful that all information

will be made accessible to the public both electronically and in paper format if requested.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Equality Act.

From this activity; which continues to be on-going, we have developed the following seven key principles to our approach to equality:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
2. We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School

The guiding principles and equality objectives will be referenced in the School Development Plan. They will be reviewed annually and refreshed on a four year cycle.

Attainment and Progress of disadvantaged groups as well as gender, is monitored throughout the academic year and adjustments are made as appropriate to ensure that those pupils, alongside those pupils within a protected characteristic group, are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our school values and the principles set out in this document.

School Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy are properly implemented
- Making sure related procedures are followed
- Assigning a named governor to take lead on 'Equality and Diversity' (Yaso Sathiyathan)

The Headteacher is responsible for:

- Making sure the policy is readily available and that all school stakeholders are aware of it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how

it is working. Provide training for them on issues raised in this policy, such as tackling homophobia and celebrating diversity.

- Making sure all staff know their roles and responsibilities.
- Taking appropriate action in cases of harassment and discrimination.

All School Staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom.
- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- Promoting equality and avoiding discrimination against anyone.
- Taking up equality training and learning opportunities.

Pupils are responsible for:

- Supporting the school's equality ethos.
- Sharing concerns or issues with a member of staff.
- Keeping equality and diversity issues on the school voice agenda - helping to review and develop good practice.

Parents/Carers are responsible for:

- Supporting the school's equality ethos.
- Challenging inappropriate language /behaviour.
- Sharing concerns or issues with senior staff.

Visitors and contractors are responsible for:

- Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the school will lie with the PSHE Coordinator and designated governor and will report directly to the Head teacher.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues.

- Dealing with and monitoring reports of harassment (including from protected characteristic groups).
- Monitoring the progress and attainment of potentially vulnerable groups.
- Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact

This equality policy is linked to the school development plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named PSHE subject lead and governor responsible for equality will monitor specific outcomes. Governors will be provided with monitoring information during governors meetings.

This policy links to other policies as stated already, but generally the principals of equality will apply to all other school policies.

Concerns and Complaints

In the first instance, any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Disability Access Plan

The school has a disability access plan.

The key objective of the plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

Publishing Equality Information

We recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.
- Foster good relations between people who share a protected characteristic and those people who do not share it.

Compliance with the Equality Act 2010 Duty

We are working to ensure all school stakeholders are aware of their responsibilities in complying to both the *General Duty* and the *Specific Duty* of the Act.

The information below is a summary of how we are aware of these requirements and how we respond to them:

1. All staff have received training on the key concepts of the Equality Act 2010 (
2. We have a named Governor Yaso Sathiyathan and staff member Beverley McNally to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.
3. We promote an ethos that champions and supports respect, dignity and difference in line with our school's Vision and Values.
4. We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.
5. We record all racist, homophobic or other prejudiced based inappropriate behaviour or inappropriate language. We act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.
6. Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum; improve the physical environment of the school

and increases the availability of accessible information to disabled pupils and parents/ carers.

7. We review our accessibility plan with the Governing Body.
8. We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.
9. Through a broad range of study within our PHSE curriculum, we endeavor to promote respect, exclusivity and an appreciation of difference.
10. Our rich SMSC curriculum enables pupils to broaden their understanding of other beliefs, cultures and faiths
11. We have a vibrant variety of Pupil Voice Groups that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. These groups are strong and articulate, contributing to whole school decision-making where appropriate.
12. We will work closely with all parents/carers; particularly those who may find working with school difficult
13. We promote and encourage healthy food choices so that each pupil receives a healthy meal each day. This reflects our commitment to a healthy lifestyle, regardless of socio- economic background.
14. We are embarking on the Well Being Award and planning ways to support the mental health of our pupils, parents and staff.
15. We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations

between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity	How we foster good relations
We monitor attainment and progress of pupils by gender.	Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the pupil's learning.
We do not discriminate against genders for clubs, uniform, or committees, and avoid stereotyping whenever possible.	We ensure that we include positive, non-stereotypical images of men and women, girls and boys across the whole curriculum, including assemblies, visits and the visitors we invite into school.

DISABILITY

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.	We have regular parent/ teacher consultations and induction meetings prior to a disabled pupil starting school.
	We adapt events eg sports days to ensure pupils with disabilities can access the events.

RACE/EAL

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff and governors on a range of equality and diversity issues.	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes. We use guest speakers (Peter Yip) to deliver workshops to challenge unacceptable language and teach appropriate language.

RELIGION, FAITH, BELIEFS

How we advance equality of opportunity	How we foster good relations
We promote inclusion for all our faith groups in all aspects of the curriculum.	We organise visits to different places of worship reflecting different religions and beliefs. We invite visitors into school to speak to the children.
We education the children on many religions and various beliefs, in line with our RE policy.	Children are taught about different religions on a termly basis. We draw on the knowledge of our pupils who have different beliefs as this is a wealthy resource we have at Kew Woods.

SEXUALITY

How we advance equality of opportunity	How we foster good relations
We are committed to ensure that all pupils and staff members are protected from discrimination or harassment through training and the promotion of respect and tolerance.	We have a curriculum that supports pupils to understand, respect and value difference and diversity.

<p>Staff have received training on homophobic bullying, as well as stereotypes.</p>	<p>Children are taught about different family structures and stereotyping. We positively promote the LGBT community and use positive images and stories of LGBT people through age-appropriate story books and celebrities in the media.</p>
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EQUALITY OBJECTIVES

In line with our responsibility under the Specific Duty of the Equality Act we have established our equality objectives. The following objectives will be reviewed each year:

<p>Equality Objective 1</p>	<p>To improve the outcomes for disadvantaged children (especially those who also have SEN) so the gap between this group and non-disadvantaged pupils reduces and is ultimately closed.</p> <p>Why have we chosen this objective?</p> <p>Disadvantaged pupils, particularly those with SEN, are currently underperforming compared to non-disadvantaged children. This objective directly correlates with our school development plan. We intend to reduce the attainment gap through the pupil premium funding.</p> <p>To achieve this objective we plan to ensure this target is included in the school development plan; appraisals are directly linked to closing the gap of lower attaining pupils.</p> <p>SLT will regularly monitor and review the attainment and progress of this group so that timely and relevant action is taken and we will ensure the funding is focused on facilitating better outcomes.</p> <p>SLT will also monitor closely the attendance of target groups including disadvantaged and SEND and look closely at support and intervention.</p> <hr/>
<p>Equality Objective 2</p>	<p>To raise awareness of unacceptable language and promote the use of positive language in KS2.</p> <p>Why have we chosen this objective?</p>

	Peter Yip (Equality and Diversity Consultant) will work with Year 5 And Year 6 pupils exploring language the pupils use. He will challenge language and educate the children on the appropriate use of language in relation to equality. Staff will access the workshops and will challenge the
Equality Objective 3	<p>To develop anti-bullying ambassadors in KS2 and support them in promoting equality in our school</p> <p>Why have we chosen this objective?</p> <p>Pupils will apply and 30 ambassadors will be selected to access training via the Diana Award. The training will help them to identify how pupils can be targeted (such as SEND pupils) and to spot signs of inequality in the school. They will write the school policy and share it with their peers.</p>

Reviewing Equality Objectives

The review of the progress on our equality objectives will take place regularly and will help inform how our school sets new priorities.

Publication

All equality policies will be published on our website and will be made available both electronically and in a hard copy format (if requested).

We adhere to the Equality and Human Rights Commission (EHRC) statement:

"To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations."