

Dog Kennel Hill Primary School

Equalities Policy 2016



School Values:

Creative

Aspirational

Resilient

Empathic

Respectful

The Equality Act 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

INTRODUCTION

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

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
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 wider community and to feel that they are respected and able to participate 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 their work, including in 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 pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act 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
2. Publish Equality objectives at least every 4 years which are specific and measurable

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.

Appendix 1 shows the school's Equality Objectives for 2012-2016 in an Equality Action Plan

Appendix 2 is the Accessibility Plan

DEVELOPMENT OF THE POLICY

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we strive to ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self- evaluation review, school web site and newsletters.

There are also references in the behaviour, admissions, toileting and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers. We comply with this regulation through our recruitment process, Disciplinary Procedure, Grievance policy and Competency Framework

WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARASSMENT AND VICTIMISATION

Admissions and Exclusions

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or age.

Parents, Staff and Recruitment

- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. All appointment panels have at least one member that is 'safer recruitment' trained.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school and take it to the appropriate working party.

Disabilities

The Equality Act permits 'more favourable' treatment of disabled people than non-disabled people.

- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- We undertake reasonable adjustments to ensure access for adults, children, staff and visitors, including improvements to the physical environment, access to the curriculum, and access to information.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

Behaviour, Exclusions and Attendance

- The school Policy on Behaviour – Rewards, Sanctions and Exclusions - takes full account of the duties under the Equality Act.
- We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Prejudice and Bullying

- The school challenges prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs, prejudices around race, religion or belief, prejudices around gender and sexual orientation, including homophobic and transphobic attitudes. The school explains why it is unacceptable to children and adults alike.

- The school has a policy for responding to bullying behaviour, including prejudice-related incidents, which involves responding to both victim and perpetrator.
- We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness and how we dealt with them. We review this data termly and take action to reduce incidents

The curriculum

Although the content of the school curriculum is explicitly excluded from the Equalities Act, the delivery of the curriculum is included. We ensure that:

- The curriculum prepares children for life in a diverse world and uses the children's own background and experiences where appropriate.
- The curriculum offers opportunities for children to explore identity and equality at their stage of understanding and development.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- The curriculum promotes behaviour and values that celebrate and respect diversity, but also challenges discriminatory language and actions.

WHAT WE ARE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

Promoting Equality in Achievement:

We want all our children to achieve at the highest possible level. To do this, the school will:

- Have consistently high expectations of all pupils, regardless of their gender, ethnicity, ability/disability, religious belief, faith tradition/culture, sexual orientation, etc.
- Expect all adults within school to provide positive role models to children in all issues relating to equality of opportunity.
- Identify the particular strengths and needs of individuals and groups of children and use targeted interventions to promote good learning and progress and to narrow gaps in achievement.
- Use a range of teaching styles to ensure that effective learning takes place for all children.
- Encourage children and parents to engage fully in the learning process, making it a strong partnership.

Data Analysis

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and number skills.
- We collect, analyse and publish data: on the school population by gender and ethnicity; on the percentages of pupils identified as having a special educational need and/or disability and by their principal need or disability; by ethnicity, gender, Free School Meals.
- We analyse the standards reached by different groups at the end of each key stage and plan appropriate responses to the outcomes of this data.

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We provide support to pupils at risk of underachieving.

Positive Action

- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies with the aim of ensuring that we meet the needs of all pupils.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We are also implementing an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

What we are doing to foster good relations

Promoting Equality: The school's culture and ethos

There are long traditions of creativity and diversity at Dog Kennel Hill Primary School, which we proudly continue to promote. To continue to do this, the school will:

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- Expect all staff, partners and visitors to demonstrate mutual respect amongst all members of the school family, maintaining the open and friendly welcome to all.
- Likewise, children are encouraged to greet each other, staff and visitors with the same friendly and respectful welcome.
- Displays and resources reflect the diversity of the school family.
- Provide opportunities for encouraging the children's spiritual, moral and cultural development within school, through visits and visitors to school.
- Consult the children and consider their views through School Council meetings, surveys, PSCHE sessions, circle-times, Assemblies and discussions with groups/individuals.
- We teach the children about British Values which extend to everyone; democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through philosophy for children (P4C), PSHCE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

Other ways we address equality issues:

- We maintain records of all training relating to Equality issues.
- Our monitoring records include evaluations of aspects of Equalities
- We have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

- The implications for equalities of new policies and practices are considered before they are introduced.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

ROLES AND RESPONSIBILITIES

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every Governing Body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Executive Headteacher and the Head of School

The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Head of School has the day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

MONITORING AND REVIEWING THE POLICY

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- on the staff shared areas
- as paper copies in the school office
- as part of induction for new staff
- a periodic reminder regarding the availability of the Equalities Policy will be added to the school's newsletter We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

The wearing of uniform emphasises equality; the fact that everyone wearing that uniform is of the same status, and no-one is "better" in any way than anyone else. I am sure you will agree that this is a good moral to promote in young people. A smart uniform also helps to create pride for the school for its wearers. If children are all wearing the same uniform, they all belong to the same group, which helps to foster a community spirit and ultimately creates a better atmosphere among the children.

Wearing a uniform also helps to prevent bad relations between groups of children. Everyone knows that children can be very judgemental, and so if children were allowed to wear their own clothes, children would judge each other and make friends according to what clothes they wore. It is also more than likely that 'gangs' and 'groups' would form – think about the situation in American high schools, where bullying and social segregation is widespread. For example, people who liked a certain type of music might wear the same clothes and therefore form a clique; how can this help build the school's sense of community?

There are also more practical reasons why children should wear a school uniform. Uniforms are usually very reasonable in price. Children would be wearing the uniform Monday to Friday, and so this would surely save parents money on clothes for their children. Referring to my previous point, if children were allowed to wear their own clothes to school, a combination of peer pressure and children's need for 'the latest fashion' would lead them to put pressure on their parents to buy them extra new clothes to wear to school. If everyone is wearing a uniform, this problem is removed. Crimes involving the stealing of clothes are also eliminated, as everyone would be wearing the same.

Because students are more easily identifiable when wearing a uniform, intruders in the school can be identified easily, therefore improving student safety in school. Student safety can also be improved by the wearing of uniform while out on school trips, as children are more easily accounted for.

The wearing of school uniform helps children to realise that their uniqueness and individuality goes deeper than their clothes, and are not lessened by a uniform.

Public Sector Duty	Equality Objective	Actions	Who is responsible?	Time Frame	Progress Commentary
Eliminate discrimination, harassment and victimisation	Maintain low incidences of bullying, Reported incidences of racist and anti-disabled nature decrease.	Records of incidences	All staff to record incidences. Leadership to co-ordinate the School Council.	Yearly review	Point 1- system set up by SLT to monitor behaviour of children in the playground. Autumn 14 (forms kept in the staff room). All staff informed and reminded. Point 3 – School council consulted regarding their opinion on what needs to improve in terms of behaviour. Point 2 achieved. Anti-bullying week a success. Assemblies and workshops conducted. Week beginning 17 th November 2013.
Advance equality of opportunity between different groups.	Close the GAP for the vulnerable groups as identified by the GAP analysis.	<ul style="list-style-type: none"> - Analyse data to ensure deployment of staff needs. - Improve teaching and learning including differentiation for vulnerable groups. - EAL training for EAL support assistant and Inclusion Leader - Artis (drama group) to work with vulnerable groups to develop confidence, self-esteem. 	Inclusion Leader/ EHT/ HOS/DHT Inclusion Leader Head Teacher	Termly Beginning Dec 2014	Point 1 completed in Autumn analysis. Point 2: All staff given info on vulnerable groups. Support staff Monitoring occurring. (Statemented children a future focus.) Point 3 – EAL training booked Point 4 - achieved and in place.
Foster good relations between different groups.	Over 4 years every policy will be reviewed against equality objectives. Improve the consultation of policies throughout the school community.	<ul style="list-style-type: none"> - Staff inset regarding equalities act. - All staff to update the policies taking into account the equalities act. - Selection of parents to be consulted regarding policies. - School council to be involved in the process through promotion of anti-bullying 	Inclusion Leader Leadership Team	By Spring Term 2014	Point 1 – presentation of policy to TAs outlining the Equalities Act and its implications. Policy given to Teachers. Inclusion Policy, EAL policy updated in the light of the equalities act. Point 4 – School Council have been consulted and have supported activities

		activities.			during anti-bullying week – November 13. Year 6 children supporting younger children in the school at lunch time.
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Appendix 2
Accessibility Plan 2013-2015

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	<ul style="list-style-type: none"> - Use an audit tool to assess the physical environment. - Prioritise from the audit any physical adaptations that may be required. 	Inclusion Leader/Head Teacher	Spring 2015	Point 1 – not yet achieved Point 2 – not yet achieved
Improve access to the curriculum	<p>To ensure that Teaching Assistants have a better understanding and knowledge of barriers to learning that may impact on children.</p> <p>For Teaching Assistants to have approaches to support children to overcome these barriers.</p>	<ul style="list-style-type: none"> - Audit the training needs of teaching assistants. - Create a rolling CPD programme to meet the identified areas within the audit. - Ensure that the CPD morning briefings include training related to the SIP. - Access external training where this is needed. 	Inclusion Leader	Spring 2015	Point 1 – Not yet achieved Point 2 - Tricia Murphy provided inset on "Outstanding Teaching" for TAs on the September INSET Point 3 – partially achieved Point 4 – ongoing (Cherry Gardens training, ASC EY training.)
Improve access to information	To improve the user friendliness of a variety of media available for parents.	<ul style="list-style-type: none"> - Consult with parents regarding how well as a school we communicate: a school we communicate. - Prioritise areas to improve following the consultation. - New and fully functioning website. Regularly reviewed 	Inclusion Leader	July 2014	Point 1- Parent survey completed. Autumn 2014 Point 2 – to be arranged. Point 3 - achieved but now ongoing.