



# John Scurr Primary School Equalities Policy

Written February 2020

Consultation period until March 2020

Reviewed annually

Headteacher signature

Chair of Governors signature

## **John Scurr Primary School**

April 2020

### **Equality Policy**

#### **Why we have developed this Equality Policy**

This Equality Policy for John Scurr 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 (see Appendix A).

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 wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/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:

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

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

### **Overall aims of our Equality Policy**

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

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

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

### **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### **We actively seek out opportunities to embrace the following key concepts:**

- The **dignity** of the human person
- **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

### **Our vision statement about Equality**

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

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

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

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

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

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

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities

- activities to enrich the curriculum, for example, a visitor to the school sports
- employees' and staff welfare

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

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students, governors, supply teachers, volunteers
- 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
- appoint a senior member of staff to lead Equalities and Access on a day-to-day basis (Deputy Head)

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
- 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 (Deputy Head)
- 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 involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability (see Appendix D)
- 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
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

### **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

Our **pupils** will be involved in the drawing up of this policy through consultation with the School Council.

**Staff** were consulted on the development of this policy and were invited to make comments and make suggestions.

**Governors** were consulted on the development of this policy and were invited to make comments and make suggestions.

**Parents and carers** were consulted on the development of this policy and were invited to make comments and suggestions.

## **How we developed our Policy - Using information**

We use data and other information about our school as a common sense measure to determine the effects of a policy, practice or project on different groups. Equality Impact assessments (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group, either positively or negatively (see Appendix C). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

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.

We use the EYFS profile, ASP online data at the end of Key Stage one and Key Stage 2, in-year school data and Incident Reporting Forms to identify groups within the school and this helps us to ensure equality of provision and take actions to ensure equal opportunities are embedded.

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.

We welcome parents 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.

## **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.

## **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, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

## **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

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

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for

perpetrators and their families and education for our children, young people and communities.

All hate incidents and prejudiced based bullying are reported via our CPOMMS online tracking system and the Phase Leader who investigates these incidents completes the action form. The responsible teacher offers support to victims and speaks to perpetrators. Parents of all children involved are called to a meeting with the designated teacher and/or the Headteacher as soon as possible. All incidents are formally reported to the Governing Body.

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

This policy was published on 01/02/2020. It will be actively promoted and disseminated.

This policy will be published on the school website and notification of its publication will go to parents and the wider community in a letter and in the school newsletter. Staff will receive a copy of the policy in a meeting after publication.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

This policy will be discussed at governors' meetings and in staff meetings. We will have an ongoing dialogue with parents and other stakeholders through discussions and newsletters.

### **Equality Objectives**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every year (see Appendix B).

## Appendix A Key legislation

### Equality Act 2010

#### Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Age
- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.
- Marriage /Civil partnership

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

### **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

## **Community Cohesion – Education and Inspection Act 2006**

### **General duty**

- To promote community cohesion

### **Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

## Appendix B

### EQUALITY OBJECTIVES: 2020-2024

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights & responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Staff training and work with children in class.  Update all staff P4C training  To explore Rights Respecting School status.	SLT & GB Inclusion	September 20- 21	School values  P4C – Silver accredited  I can Be project
All aims of duty	All protected characteristics	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school  Set up group of pupils/students to develop actions which better involve the target group  Ensure current HRSE documents are being adhered to	SLT Inclusion Lead   DHT/ Wider curriculum lead	Summer 2020 ( elections)   September 2020	All pupils have exit interviews for year 6   School council reps Consultation with parents beginning in Easter Term
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/ Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in Pupil Voice surveys  Increased staff confidence  Accurate reporting rates.	Whole school and specifically BME /LGBTU/SEND pupils or those from a Faith background	To review and update existing policies and practice relating to bullying  Access staff training – unconscious bias  Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia  Promotion of hate incident recording to students.	SLT  Behaviour lead	Spring 2020	Pupil and staff voice questionnaires

Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs  Survey girls and understand barriers to participation	ASC lead	Spring 2020	Addressed annually
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with BESD	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	Achievement Advocate and School Counsellor	ongoing	Lego therapy  Mentor groups  1:1 counselling
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents	INCo SENDco	Autumn 2020	Parent sessions for pupils with SPLDs & ASD +
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals and all other groups	Improved attainment	Children eligible for free school meals and all other groups	Collate and analyse data relating to attainment by target group	DHT	On going	PPG analysis termly
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Tower Hamlets community and the diversity within it  Increased positive attitudes towards disabled people	All children	Make use of disability images pack in PSHE  P4C sessions  Invite in representatives from disability equality groups to meet with children in class and during assemblies	Inclusion/ P4C lead	On going	Updated on all LBTH issues

## **Appendix C Equality Impact Assessments (EQIA)**

A suggested approach for carrying out Equality Impact Assessments in schools.

### **What is an Equality Impact Assessment?**

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***

## Equality Impact Assessment (EQIA)

<b>Key Question:</b>	<b>Response:</b>
What are the aims of the policy, practice or project?	
What are the specific outcomes you hope to see?	
Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)	
Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)? Identify whom and how.	
Are there any positive effects/impacts? On whom and how?	
What evidence do you have to inform your thinking? This can include data, e.g. attainment data.	
If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?	

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals

or groups. That is OK, that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

### Appendix D School Council Equality and Diversity Session

Below is an hour and a half session devised to introduce the topic of Equality and Diversity to a school council and begin them thinking about contribution to the Equality Policy.

Timescale	Activity	More details	Things needed
10 minutes	Welcome and Introductions Ground rules	All introduce selves and put on name labels Ask children to suggest some ground rules for session – shout out	Name labels Flipchart with ground rules written on markers
5 minutes	Icebreaker	Sunshine game, including some statements that are introducing diversity e.g. <ul style="list-style-type: none"> <li>the sun shines on people who have a relative living abroad,</li> <li>the sun shines on people who have tried Chinese food</li> </ul> Turn the seats round of a few, they still join in, feedback afterwards how that felt	Tables cleared to edge of room Circle of chairs
15 minutes	Participation game	Children stand on different squares depending on whether they agree/disagree with the following statements <ul style="list-style-type: none"> <li>Girls are no good at sport</li> <li>All boys muck about in class</li> <li>All children should do as their told</li> <li>It's a good idea to have a school uniform</li> <li>Dyslexic children aren't very clever</li> </ul>	Participation game – grid drawn on floor or sheet with numbers in each square.  Space clear in room for it
5 minutes	Discussion	Diversity What does diversity mean? – children shout out Expand, sum up and reveal definition Equality What does this mean? – children shout out Expand, sum up and reveal definition	Flipchart with a simple definition of diversity and equality written on it Equality: <ul style="list-style-type: none"> <li>We are all of equal value.</li> <li>Treating people fairly.</li> <li>Helping people to overcome things that might hold them</li> </ul>

			back.  Diversity: <ul style="list-style-type: none"> <li>• Valuing people's differences.</li> <li>• Trying to respect and understand people's differences.</li> </ul>
15 minutes	Discussion	Turn to the person next to you Can you think of time when you've been treated unfairly? Describe to your neighbour How did that make you feel? All come back together, children shout out a few feelings of how being treated unfairly makes them feel – write feelings on flipchart	Flip chart markers
20 minutes	Laws/policy	Explain that not everyone always treats people fairly, so we have laws to protect us, and others, so that every one feels welcome and has the same chances to do well in life. Explain school are writing a new policy and want the school councils' views to help with this. Are there things that happen in school that you think are unfair, can they think of things that happen in each area of the school that they'd like to change: play ground, lessons, assembly, afterschool and dinner time Use prompts if needed e.g only year 5/6 allowed to play football at lunch time	Flipchart divided up into school areas and take notes of children's ideas
20 minutes	<b>End</b>	Agree a way to feedback school council views back to Equality working party	