



Equalities Policy and Action Plan

STATUTORY POLICY

Agreed by Governors: Spring 2015
To be reviewed: Spring 2016

Introduction

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Queenswood Primary School and Nursery will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, and governors in addition to visitors to our school.

This Equality Policy for Queenswood Primary School and Nursery 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 further committed to the development of our local, national and global environments.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, and discrimination by perception, indirect discrimination; harassment and victimisation. As a school we seek to achieve positive action in respect of the Act.

We have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Context:

Queenswood Primary School and Nursery is situated on Ketley Bank in the north of Telford. The school serves a community, which faces considerable social and economic challenges.

- Housing in the area tends to be owned by the Housing Association, although there are some privately owned and privately rented properties.
- There are very few professional parents, although quite a large number are employed in the locality.
- Only 10% of adults in the main catchment area of the school have undertaken higher education.
- Attainment on entry is below the national average. Children coming into the nursery generally have very poor speech and expressive language and some have little or no speech at all.
- The percentage of children on role with SEN is 33% and 5.1% have statements.
- 40.2% claim free school meals. This is increasing annually.
- 7.7% of children are from minority ethnic backgrounds, 4.2% of the children have a first language other than English.

Our children experience a range of obstacles to sustained and sustainable engagement in formal learning. They typically experience a poverty of health, housing and transport, and a poverty of experience and aspiration.

Queenswood Primary school and Nursery is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

Purpose

As a school we have a duty to

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- Set and publish Equality Objectives

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual, homophobic and transphobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. We consultation and involve:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism, homophobia or transphobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual

Equalities Action Plan 2014/2015

Duty	Actions Taken
Equality objectives	<p>Within the context of the school our overall aims are:</p> <ol style="list-style-type: none"> 1. The majority of children, whatever their particular needs and circumstances - <ol style="list-style-type: none"> a. Feel happy and safe at school b. Make the progress expected of them by the school 2. The majority of children, staff and parents feel that children's behaviour is good 3. The majority of children, staff and parents feel that they are listened to and treated with respect
Eliminate conduct that is prohibited by the Act	<p>We have reviewed the whole school vision and curriculum recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>We focus on a different global theme each term that we believe to be relevant to everyone irrespective of their background and beliefs.</p> <p>Our programme of policy review means that our policies and practice are regularly updated in order to promote understanding of different faiths and cultures.</p> <p>We regularly review our behaviour and anti-bullying policies with consultation with stakeholders. Parent view tells us that some parents feel that bullying is not dealt with in school. Governors are responding strongly to this and an action plan is in place to change this negative perception and to better inform parents of our antibullying policy and strategies.</p> <p>There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour (including racist) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p>

	Clear logs are kept of any incidents.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	<p>There are established and effective monitoring systems in place to track pupil attainment.</p> <p>All groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying.</p> <p>Pupils report that they feel safe in school and that they have someone that they can talk to.</p> <p>Our SENCO produces detailed analysis focussed on the achievement of a wide range of vulnerable groups which is shared with <i>Governors</i> via the priority governor for SEN.</p>
Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.	<p>Equality and inclusion are central to our school ethos. Our focus as a school through assemblies on values enables children to focus on identifying and developing shared values. There are opportunities through assemblies and PSHE as well as other lessons, to learn about difference and diversity, both in our own community and others, including the global dimension.</p> <p>Every year we support national fund raising events linked to a range of charities.</p> <p>Our school council is made up of children from Year 1 to Year 6 and is democratically appointed.</p>

The Specific Duties: Publish evidence of equality analysis undertaken

Policy/Practice Considered	How the policy/practice was evaluated	Outcome of analysis
Behaviour	<p>The policy has recently been reviewed (January 14) with engagement from pupils, parents and governors. Incident reports are recorded and followed up on any issues or concerns that emerge</p> <p>Parents, children and staff consulted.</p>	<p>There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.</p> <p>Exclusions are rare with no exclusions in the academic year 12/13, 1 exclusion in 13/14 and 1 so far in 14/15.</p>
Anti-Bullying	<p>Reviewed January 2014.</p> <p>Pupils play a key part in the implementation of this policy and sign our antibullying charter annually in the Autumn term.</p> <p>A series of assemblies in the Autumn term focus on what bullying is and we agree a shared definition as a school along with how we can work together to stop it.</p> <p>The Beacon Trust School's Council meets termly with a National focus. In the autumn term the Council worked on preventative measures for bullying. E-safety is the focus for the Council in the Spring term.</p> <p>E-safety is a focus of our ICT teaching and regular assemblies ensure that this remains as a priority for pupils and staff. Governors newsletters to parents regularly remind parents of the rules of e-safety.</p>	<p>Bullying log is maintained and regularly analysed.</p> <p>Any allegations of bullying are investigated, resolved and followed up.</p> <p>Pupils know how to keep themselves safe from online bullying.</p> <p>Good practice is shared across Beacon Trust schools through the School's Council</p>
Equal opportunities	Reviewed regularly by governors as part of this document	
Curriculum,	Our policies are reviewed on a regular cycle and reflect our	

Religious Education and SRE Policies	<p>wider aims and values as well as our philosophy of learning. There is a focus on values.</p> <p>Our scheme of work for RE has recently been developed and reflects the requirements of the Leicestershire Locally agreed syllabus for RE.</p> <p>Our SRE policy was developed through comprehensive consultation with parents. This consultation is now due to review and this will take place Spring 2015.</p>	
Teaching and Learning	<p>The Teaching and Learning Policy was reviewed January 2015 and is central to our work as a school. It supports our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. There are regular lesson observations by teachers and peers.</p>	<p>This policy is underpinned by our aims and values. Lesson observations should always consider involvement and engagement of all.</p> <p>This is supporting improved progress for all groups of children.</p>
Safeguarding	<p>The Child protection policy is reviewed annually by Governors and updated to reflect changes in legislation and practice.</p> <p>All staff training was updated in December 2013.</p>	<p>There are clear procedures in place for staff to document concerns</p>
Recruitment	<p>The Recruitment Policy was reviewed by Governors January 2014</p>	<p>The new requirements are included around health related questions in applications.</p>

The Specific Duties: Publish details of engagement undertaken

Individual/group consulted with	Nature of the engagement	Outcomes from consultation
Pupils	Pupils are involved in the decision making procedures of the school. Primarily through a democratically appointed school council, but also through class and group consultation and pupil questionnaires.	Pupils report feeling safe and well looked after in school. There are very few reported incidents of prejudice related bullying and there are effective, established procedures and policies for dealing with all poor behaviour. Pupils report feeling that they know who they would talk to if they had a problem and that they feel listened to.
Staff	<p>Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.</p> <p>Staff are consulted annually as part of the Appraisal Process.</p>	Staff, particularly teaching assistants, identify needs for ongoing training and CPD in a range of areas.
Governors	<p>Governors regularly review issues pertaining to equality and inclusion through the review of policies, data and recruitment.</p> <p>Governors attend appropriate training e.g. safer recruitment and child protection training</p>	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	<p>Many parents liaise with the school through termly consultation meetings as well as questionnaires.</p> <p>The head teacher has an open door policy to parents and they are comfortable to call in and have their say.</p> <p>The school furnishes parents with a wealth of information via newsletters and the school website.</p>	Feedback from parents indicates that the vast majority of parents are happy with all aspects of the school.

The Specific Duties: Set and publish equality objectives

Characteristic	Objective	Success criteria and actions	Date for review	Responsibility
All	Continue to review all policies within the given timeframes	All policies reviewed and updated in light of the Equalities Act and practices audited	July 2015	HT and Chair of Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum, display and extended learning opportunities	Lesson resources and assemblies provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. Develop global themes for the year ahead Plan opportunities with SMDS	July 2015	All staff
Gender	To continue to closely track all children in all year groups ensuring that any gaps between boys and girls achievement are identified and targeted	Achievement for boys and girls is equitable	Ongoing- considered annually against Raise On Line and termly through teaching and learning reviews	
Disability	Steps are taken to reduce and/or eliminate negative stereo types of disability across the school and to promote positive understanding. Ensure that appropriate support is given for all in access to the curriculum and the environment.	Spring - global theme of diversity. Assemblies will focus on the area of disabilities avoiding negative stereo types. Send All My Friends to School Campaign - Autumn 2014 Linked with health and safety audit. Risk assessments in place for individual children	Annually	

Curriculum

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.

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

When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our *Guiding Principles* as set out above.

Roles and Responsibilities

The *Governing Body* is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

The head teacher 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.

All staff are expected to

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incident that may occur
- Plan and deliver lessons that reflect the principles in paragraph 5 above
- Support pupils for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work

All staff and *Governors* have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our *Equality Duties*.

All staff and *Governors* will exercise their *Safeguarding* responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.

Breaches of the policy

Breaches to this policy will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the head teacher and *Governing Body*.

Monitoring and Evaluation

We will collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.