

# Elmwood Infant School & Nursery

## Equality Policy



**Article 23** - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

**Article 29** - Education must encourage children's respect for human rights, as well as respect for their parents, their own and others cultures.

**Article 30** - Every child has the right to learn and use the language, customs and religion of their family.

**Date of Policy:** September 2016

**Date of Review:** Autumn 2017

### Introduction

We welcome our "general duty" under the Equality Act 2010 and aim to promote a positive and welcoming culture where discrimination is not tolerated. We aim to make Elmwood Infant School and Nursery be truly inclusive and promote high achievement for all.

### This policy reflects our commitment to:

- Eliminate discrimination, challenge stereotyping and ensure unbiased treatment that all pupils, parents, carers, employees and prospective employees are entitled to expect.
- Advance equality of opportunity for all people taking full regard of race, colour, ethnic origin, nationality, sex, religion, gender, marital status, age, disability or sexuality.
- Foster good relations between all groups of people and celebrate the diversity within our school's community and the world. We believe that every individual has the right to be valued, respected and offered equal opportunities, access and treatment.

### This policy is to be read in conjunction with our Safeguarding Policies and:

*Intimate Care; Positive Handling; Anti-Bullying; Behaviour; Health and Safety; Code of Conduct setting out standards and acceptable behaviour for staff; E-Safety and ICT acceptable use; Managing allegations of abuse against staff; Admission; Whistleblowing; EAL Policy; Special Educational Needs; Medical Needs Policy.*

### Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. 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 cases of unlawful discrimination. The Inclusion manager has special responsibility for equality matters.

The SLT has day-to-day responsibility for coordinating implementation of the policy.

All staff are expected to:

- *Promote an inclusive and collaborative ethos in their classroom;*
- *Deal with any prejudice related incidents that may occur;*
- *Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above;*
- *Support pupils in their class for whom English is an additional language;*
- *Keep up to date with equalities legislation relevant to their work.*

## **Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by the following principles:

### **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, national origin or national status;*
- *Whatever their gender or gender identity;*
- *Whatever their religious or non-religious affiliation or faith background;*
- *Whatever their sexual identity.*

### **We recognise and respect difference.**

Treating people equally does not necessarily mean treating them all the same. Our 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, and women and men, are recognised;*
- *Religion, belief or faith background;*
- *Sexual identity.*

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

### **We intend that our policies, procedures and activities should promote:**

- *Positive attitudes 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, and women and men, and an absence of sexual or homophobic harassment.*

### **We observe good equalities practice in staff recruitment, retention and employment.**

We ensure that policies and procedures should 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 pregnancy and maternity.*

### **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 already exist between:

- *Disabled and non-disabled people;*
- *People of different ethnic, cultural and religious backgrounds;*
- *Girls and boys, women and men.*

### **We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Through our child survey, staff questionnaires, parent's questionnaires, SEN support plans and informal meetings we consult and involve:

- *People from a range of ethnic, cultural and religious backgrounds;*
- *Both men and women, girls and boys;*
- *People of differing sexual orientations;*
- *Children with SEND and their parents/carers.*

### **Society as a whole should benefit.**

We intend that our 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;*
- *A wide range people from differing ethnic, cultural and religious backgrounds;*
- *People of differing sexual orientations.*

### **We publish our objectives and base our practices on sound evidence.**

We maintain and publish qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

## **Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues as appropriate. We continually review our equality objectives and report annually on progress towards achieving them.

### **These are our objectives:**

1. to narrow the gap in performance of disadvantaged children when compared to other children
2. to maximise the potential of children with SEND and ensure they access quality first teaching
3. to raise achievement of BCRB, BAFR and WBRI pupils;
4. to raise attainment for pupils with EAL particularly at the higher levels in reading and writing;
5. to increase understanding between cultural and religious groups;
6. to anticipate the needs of incoming pupils from a new group, such as traveller children/refugees.

### **Here are some of the ways we do this:**

#### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the Guiding Principles.

We have worked hard to embed a culturally relevant curriculum that reflects the cultural and linguistic identities of the school's community. This curriculum is reviewed regularly and is resourced with culturally diverse resources. Throughout the year we hold special events to celebrate cultural diversity and promote community cohesion including;

- *In October and throughout the year our Black History Month celebrations provide opportunities to learn about some of the achievements made by black people in history and to celebrate black family life in Britain and the world.*
- *Achiever's Week and The Pride of Elmwood competition we will celebrate the achievements of the children, their families, the staff, the governors and members of our local community.*

- *Our successful involvement in the national competition run by the registered charity “Show Racism the Red Card” has proved to be a powerful and fun way to engage the staff, governors, parents and children’s interest in anti-racism.*
- *We celebrate Refugee Week focusing on welcoming people who have had to leave their homes to be safe and the positive contributions made to British society by many refugees.*
- *We are working towards recognition as a “**Rights Respecting School**” where [children’s rights](#) are learned, taught, practised, respected, protected and promoted.*
- *We ensure children who speak English as an additional language (EAL) have full access to the curriculum and we welcome families from many different cultures.*

## **Ethos and organisation**

We have an inclusive ethos and ensure that principles listed above apply to the full range of policies and practices, including those concerned with:

- *Pupils’ progress, attainment and achievement, Pupil Premium money is targeted to specific groups.*
- *Pupils’ personal development, welfare and well-being including; ensuring health care plans are in place to support children with medical needs, our newly established nurture provision, Emotional Literacy support for targeted children, Jeans for Genes day raises awareness of people with sickle cell anemia.*
- *Teaching styles and strategies;*
- *Admissions and attendance;*
- *Staff recruitment, retention and professional development;*
- *Care, guidance and support including a well maintained vulnerable family list and working in partnership with outside agencies;*
- *Behaviour, disciplines and exclusions;*
- *Working in partnership with parents, carers and guardians including; regular parent consultation meetings, a variety of adult learning opportunities and an annual parent questionnaire;*
- *Working with the wider community including; visits to the local church and to the mosque, a programme for volunteers and work experience students and network meetings with other school in the area.*
- *The school’s reception area provides an uplifting setting to all members of the school’s community and to visitors, the public areas of the school reflect the ethnic, cultural and linguistic backgrounds of our children, celebrating global perspectives, challenging bias, racism and stereotyping;*
- *A clear commitment to promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

## **Religious observance**

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

## **Addressing prejudice and prejudice-related bullying**

We are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

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

We keep a record about the numbers, types and seriousness of prejudice related incidents and how they are dealt with. **See Appendix A and B**

### **Staff development and training**

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.

Recent staff and governor training has included;

- *Medical needs training for asthma, severe allergies and the use of epi-pens, sickle cell anemia;*
- *Visual Impairment, Speech Language and Communication Needs, Safeguarding, Positive Handling, Nurture Provision, being a Rights Respecting School, celebrating cultural diversity, supporting bi-lingual children in the Early Years, talking to children about anti-racism.*

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, and gender. **See appendix A**

## **EQUALITY ACT 2010 – Useful sources of additional information**

### **[Department for Education](#)** (click for link)

- Equality Act Guidance note (and the accompanying summary on the webpage). This document is designed for school leaders, governing bodies and local authorities. It highlights the key points and how the Act applies to schools. Chapter 5 is the key one for practical advice on publishing information and objectives, including some examples of equality objectives.

### **[Equality and Human Rights Commission](#)** – various booklets, particularly:

- Equality information and the equality duty: A guide for public authorities.
- Objectives and the equality duty: A guide for public authorities (18 pages)

**[Equality Act 2010: Specific duties to support the Equality Duty](#)**. What do I need to know? A quick start guide for public sector organisations.)

### **Homophobic and Transphobic Bullying**

The Department for Education has published specific guidance on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion:

- <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

The Gender Identity Research and Education Society have published “Guidance on Combating Transphobic Bullying in Schools”

- <http://www.gires.org.uk/transbullying.php>

And Stonewall have a wealth of material on homophobic bullying on their website:

- <http://www.stonewall.org.uk/atschool/educationforall/default>.



## DISCRIMINATION-RELATED INCIDENT REPORT FORM

Date:			
<b><i>Discrimination by (the person responsible for)</i></b>	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Gender	Year Group
<b><i>Discrimination against (the victim)</i></b>	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Gender	Year group
Victimless incident (Please tick)	Yes	No	

### Related nature of incident (Please tick or state)

Disability	Gender	Racism	Sexual orientation
Religion/belief	Other:		

### Brief description of the incident

### Action Taken/Victim Support

Name	Position
Signature	Date

All incidents must be reported to the Headteacher and reports kept in the Pupil Information File

## MONITORING OF DISCRIMINATION RELATED INCIDENTS (TERMLY REPORT)



Term/Year:	Completed by:
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Ref no. from incident report form	Number of incidents reported (Please use standard ethnicity codes)								Victimless incident		Type and nature of Incident Reported
	Victim				Perpetrator						
	Gender	Ethnicity Code	Year Group	Adult/ Staff	Gender	Ethnicity Code	Year Group	Adult/ Staff	Yes	No	

Did any of these incidents occur outside school premises?    Yes     No

If yes, please state how many: