



SOUTH GROVE PRIMARY SCHOOL

EQUALITY POLICY

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|-------------------------------|------------|--------------|--|
| Date Governors Agreed: | March 2017 | | |
| Date to be reviewed: | March 2018 | | |
| Head Teacher: | | Date: | |
| Chair of Governors: | | Date: | |

Equality Policy

Mission Statement

At South Grove Primary School, we are committed to ensuring that every member of our school community is given every opportunity to succeed and feel pride in their achievements. This policy, along with the school's other equality policies, helps to ensure that the school promotes the inclusion and diversity of everyone, irrespective of ethnicity, religion, attainment, age, disability, gender or socio-economic background.

We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Their achievements are monitored according to race, gender, faith or socio-economic background and other criteria and the data produced is used to support pupils, raise standards and ensure inclusive learning.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At South Grove, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equality and the Law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil, or potential pupil, in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The Equality Act (2010) requires schools to take action to;

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities

The Equality Act also places two specific duties on public bodies including schools. The two specific duties require schools to;

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- Prepare and publish equality objectives

The school will;

- Publish the policy and equality objectives on the school website
- Raise awareness of the policy and equality objectives through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies of the policy and equality objectives are available on request

This policy and equality objectives meets the requirements of the Equality Act 2010.

Eliminating Discrimination

Discrimination is the unjust treatment of an individual or group based on a particular characteristic.

Types of discriminatory incidents that can occur are:

- Physical assault against others
- Use of derogatory names, insults and jokes
- Discriminatory graffiti
- Provocative behaviour
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference
- Refusal to co-operate with other people

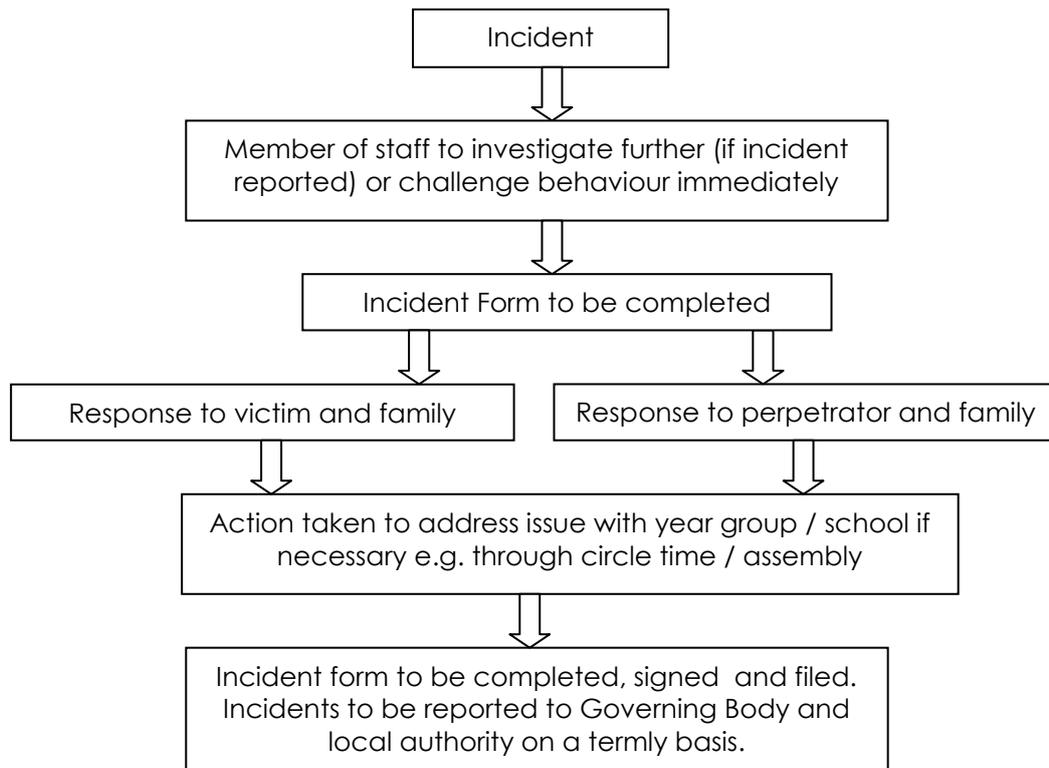
Admissions

Our admissions arrangements are fair and transparent, and do not discriminate against people with protected characteristics or those associated with them.

Exclusions

Exclusions will always be based on the school's Positive Behaviour Policy. We will closely monitor exclusions to eliminate discrimination.

Responding to and reporting incidents



Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include;

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Equality of Opportunity

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by characteristics such as ethnicity, gender and disability and intervene decisively when required, taking action where any gaps are an issue
- Rigorously analyse pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals
- Set challenging targets for all pupils
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society

- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- Use fully inclusive teaching and learning approaches to engage all our pupils

Equal Opportunities for 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 and safer recruitment. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Foster Good Relations

Consultation

The school consults all stakeholders through;

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHCE lessons, whole school surveys on children's attitudes to self and school
- Feedback at Governing Body meetings

Involvement

The school involves all stakeholders through;

- Celebrating cultural events throughout the year
- Class, year team, phase and whole school events

Equality Objectives

Equality objectives are closely linked to the School Improvement Plan and the Inclusion Action Plan.

- To ensure challenge for all but in particular for pupils with a Statement of Educational Needs, an Education Health Care Plan or who are more able, through effective assessment procedures that analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils in order
- To monitor and track provision at the school and its impact
- Ensure that the new curriculum promotes role models that young people positively identify with, which reflects the school's diversity
- Recognise and represent the talents of pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population

- To ensure that pupils at all stages of learning English as an Additional Language are supported effectively
- Close the gap for groups and individual pupils both compared to national and the school, for the academic year 2014-15 these groups and individuals are pupils with a Statement of Educational Needs or Education Health Care Plan, Pupil Premium pupils and girls compared to boys across year groups and subjects
- Heighten an awareness of and increase the use of Makaton signing and Widgit symbols

Roles and Responsibilities

The Role of Governors

- The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to all pupils, and responsive to their needs
- The Governing Body has set out its commitment to eliminate discrimination in this policy and its procedure for dealing with incidents
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school
- The Governors welcome all applications to join the school through the LA's admission procedures
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities
- The Governors take all reasonable steps to ensure that the school communication gives access to all groups

The Role of the Headteacher and the Leadership Team

- Implement the school's Equality Policy, supported by the governing body in doing so
- Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- Ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations
- Ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The Role of all Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents
- All staff will strive to provide material that gives positive images based on characteristics such as race, gender and disability, and challenges stereotypical images

8. Review of progress and impact

The Policy has been agreed by our Governing Body. We have a rolling program for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives annually and review the Equality Policy on a three year cycle.

9. Action Plan

South Grove Primary School and Additional Resource Provision Accessibility (Equality Action) Plan and Equality Objectives

| Equality Objective | How will the impact of the action be monitored | Who is responsible for implementing? | What are the timeframes? | Early Success Indicators |
|--|---|--|--|--|
| To ensure challenge for all but in particular for pupils with a Statement of Educational Needs, an Education Health Care Plan or who are more able, through effective assessment procedures that analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils in order . EO | <ul style="list-style-type: none"> • Pupil progress meetings • Tracking through EYFS Tracker, Target Tracker and BSquared • Assessment for learning • Comparison between groups • Comparison with nation data and of groups • Parents Feedback • Pupil voice • Lesson observations | <ul style="list-style-type: none"> • All staff | <ul style="list-style-type: none"> • SEN review meetings • Termly parent's evening • Half termly tracking • Weekly Planning | <ul style="list-style-type: none"> • Pupils are making progress in line with National and the school • Pupils making progress towards outcomes • Personalised outcomes for pupils • Evidence of progress in pupils books |
| To monitor and track provision at the school and its impact. EO/ED | <ul style="list-style-type: none"> • Tracking through EYFS Tracker, Target Tracker and BSquared • Parents Feedback • Provision mapping | <ul style="list-style-type: none"> • Inclusion Leader • Phase Leaders | <ul style="list-style-type: none"> • SEN review meetings • Termly parent's evening • Half termly tracking | <ul style="list-style-type: none"> • Data will show that interventions impact on pupil progress • Class teachers able to access the provision map |
| Ensure that the new curriculum promotes role models that young people positively identify with, which reflects the school's diversity. FR | <ul style="list-style-type: none"> • Planning through IPC and a topic based curriculum • Ensuring a selection of topics that appeal to the age and make-up of the group • School council • Pupil voice • Parent feedback • Staff feedback through evaluation and review • Learning walks • Range of events, assemblies that reflect the school's population and challenging negative stereotypes • Staff training that covers issues like FGM, radicalization and British values | <ul style="list-style-type: none"> • Senior Leadership • Year Teams • Class Teachers • Parents • Pupils | <ul style="list-style-type: none"> • Yearly review of curriculum map • Half termly planning • Weeks of a discreet blocked area of coverage • Weekly Planning | <ul style="list-style-type: none"> • Pupils are engaged in their learning and are involved in the process • The school will be a multi-cultural environment • Events and assemblies will reflect the school's diversity • Topic resources will support the new curriculum whilst reflecting the school's diversity |
| Recognise and represent the talents of pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population. EO | <ul style="list-style-type: none"> • Planning specifically for individual groups to ensure challenge • Book and planning scrutiny • Collections of evidence • Awards and Quality Marks | <ul style="list-style-type: none"> • Inclusion Leader • Deputy HT • Subject leaders • Phases Leaders • Class teachers • Set teachers | <ul style="list-style-type: none"> • Development of G&T register and programmes in 2015-16 i.e CENLIG | <ul style="list-style-type: none"> • Gifted and talented pupils will be accurately identified • Gifted will be working within exceeding in core subjects • Talented pupils will have opportunities to develop their talents • |
| To ensure that pupils at all stages of learning English as an Additional Language are supported effectively. EO | <ul style="list-style-type: none"> • Pupil progress meetings • Tracking through EYFS Tracker, Target Tracker and BSquared • Assessment for learning | <ul style="list-style-type: none"> • Inclusion Leader • Phases Leaders • Class teachers • Set teachers | <ul style="list-style-type: none"> • Development of New to English intervention and support for | <ul style="list-style-type: none"> • EAL pupils will make accelerated progress to meet expected within two years of learning English and then in line with National and the |

| | | | | |
|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Comparison between groups • Comparison with nation data and of groups | <ul style="list-style-type: none"> • Support Staff | <p>teachers in 2015-16</p> <ul style="list-style-type: none"> • Half Termly Tracking • Weekly planning | <p>school</p> <ul style="list-style-type: none"> • New to English pupils will be accessing the curriculum and working within core lesson after one term • NTE interventions will be in place |
| Close the gap for groups and individual pupils both compared to national and the school, for the academic year 2014-15 these groups and individuals are pupils with a Statement of Educational Needs or Education Health Care Plan, Pupil Premium pupils and girls compared to boys across year groups and subjects. ED, EO | <ul style="list-style-type: none"> • Pupil progress meetings • Tracking through EYFS Tracker, Target Tracker and BSquared • Assessment for learning • Comparison between groups • Comparison with nation data and of groups | <ul style="list-style-type: none"> • HT/DHT • Inclusion Leader • Phases Leaders • Class teachers • Set teachers | <ul style="list-style-type: none"> • Termly tracking • Action Plan Reviews | <ul style="list-style-type: none"> • Pupils are making progress in line with National and the school • Gaps will be closing • Interventions will be targeting identified groups |
| Heighten an awareness of and increase the use of Makaton signing and Widgit symbols, PECs. ED, EO, FR | <ul style="list-style-type: none"> • Tracking communication and language in the resourced provision • Learning walks • Lesson observations | <ul style="list-style-type: none"> • Inclusion Leader • Provision Teacher • Speech and Language Assistant • Makaton trained staff | <ul style="list-style-type: none"> • Termly monitoring | <ul style="list-style-type: none"> • Makaton and Widgit symbols visible throughout the school |
| Ensure that pupils are supported to manage their own perceptions of fairness, friendships, bullying and behaviour. EO, ED | <ul style="list-style-type: none"> • Emotional resilience intervention • Counselling • Direct teaching through PHSCE | <ul style="list-style-type: none"> • Inclusion Leader • PHSCE Leader • Class teachers • Counselor • Support Staff running interventions | <ul style="list-style-type: none"> • Weekly | <ul style="list-style-type: none"> • Pupils perceptions are more realistic, particularly in upper KS2 |
| Ensure that pupils supported to access information about events in school FR | <ul style="list-style-type: none"> • The newsletter to be shared with the pupils • Events around the school are shared in assemblies and gatherings • Use of School Website to promote events | <ul style="list-style-type: none"> • Class Teacher | <ul style="list-style-type: none"> • Weekly | <ul style="list-style-type: none"> • Pupil awareness of school events is increasing |
| Ensure that parents are supported to access information about the school's policy and procedure around behaviour, exclusions and responding to discrimination. FR | <ul style="list-style-type: none"> • Directing parents to the website • Referring to the school's policy and procedure during liaison with parents | <ul style="list-style-type: none"> • All staff | <ul style="list-style-type: none"> • Yearly | <ul style="list-style-type: none"> • Parent's awareness of school policy and procedure around behaviour, exclusions and responding to discrimination is increasing |

ED-Have due regard to the need to eliminate discrimination, EO- Advance equality of opportunity, FR-Foster good relations between different people when carrying out their activities

10. Equality Policy Surveys

Equality Staff Survey

| | | Strongly Agree | Agree | Neither Dis/agree | Disagree | Strongly Disagree |
|----|--|----------------|-------|-------------------|----------|-------------------|
| 1 | Eliminating Discrimination South Grove Primary School tackles discrimination. | | | | | |
| 2 | The admission of pupils to South Grove is fair. | | | | | |
| 3 | Behaviour incidents, inc. exclusions are managed fairly. | | | | | |
| 4 | Incidents of discrimination and harassment are responded to and reported. | | | | | |
| 5 | Staff are appointed fairly. | | | | | |
| 6 | Teaching and Learning Responsibilities are allocated fairly. | | | | | |
| 7 | Re-evaluating of staff structures to carried out fairly. | | | | | |
| 8 | Recruitment and retention is monitored including for bullying and harassment of staff | | | | | |
| 9 | Continued professional development opportunities are accessible for all staff | | | | | |
| 10 | Senior Leadership Team support to ensure equality of opportunity for all | | | | | |
| 11 | Equality of Opportunity Everyone at South Grove Primary School has an equal opportunities. | | | | | |
| 12 | All pupils are provided with the opportunity to succeed and to reach the highest level of personal achievement. | | | | | |
| 13 | Fully inclusive teaching and learning approaches engage all pupils. | | | | | |
| 14 | The school building is accessible to all. | | | | | |
| 15 | Information is accessible to all. | | | | | |
| 16 | Equality across all groups within our workforce is promoted. | | | | | |
| 17 | All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law and safer recruitment. | | | | | |
| 18 | Wherever possible the staffing of the school reflects the diversity of our community. | | | | | |
| 19 | Foster Good Relations South Grove Primary School fosters good relations between people. | | | | | |
| 20 | The school consults pupils i.e. school council | | | | | |
| 21 | The school consults parents i.e. surveys | | | | | |
| 22 | The school consults staff i.e. at INSET | | | | | |
| 23 | The school involves pupils in the school community i.e. assemblies. | | | | | |
| 24 | The school involves parents in the school community i.e. cultural events. | | | | | |
| 25 | The school involves staff in the school community i.e. year and phase events. | | | | | |

If you want to find out about South Grove Primary School's Equality Policy and Equality Objectives please go to the website link www.southgrove.waltham.sch.uk/page.cfm?pageid=8.

Equality Parent Survey

| | | Strongly Agree | Agree | Neither Dis/agree | Disagree | Strongly Disagree |
|----|---|----------------|-------|-------------------|----------|-------------------|
| 1 | Eliminating Discrimination South Grove Primary School tackles discrimination. | | | | | |
| 2 | The admission of pupils to South Grove is fair. | | | | | |
| 3 | Behaviour incidents, inc. exclusions are managed fairly. | | | | | |
| 4 | Incidents of discrimination and harassment are responded to and reported. | | | | | |
| 11 | Equality of Opportunity Everyone at South Grove Primary School has equal opportunities. | | | | | |
| 12 | All pupils are provided with the opportunity to succeed and to reach the highest level of personal achievement. | | | | | |
| 13 | Fully inclusive teaching and learning approaches engage all pupils. | | | | | |
| 14 | The school building is accessible to all. | | | | | |
| 15 | Information is accessible to all. | | | | | |
| 19 | Foster Good Relations South Grove Primary School fosters good relations between people. | | | | | |
| 20 | The school consults pupils i.e. school council | | | | | |
| 21 | The school consults parents i.e. surveys | | | | | |
| 22 | | | | | | |
| 23 | The school involves pupils in the school community i.e. assemblies. | | | | | |
| 24 | The school involves parents in the school community i.e. cultural events. | | | | | |

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Equality Pupil Survey

| | | Strongly Agree | Agree | Neither Dis/agree | Disagree | Strongly Disagree |
|--|---|----------------|-------|-------------------|----------|-------------------|
| 1  | South Grove Primary School tackles unfairness. | | | | | |
| 3  | Behaviour is dealt with fairly. | | | | | |
| 4  | Bullying is dealt with fairly. | | | | | |
| 11  | Everyone at South Grove Primary School has an equal chance to join in, succeed and achieve. | | | | | |
| 13  | Everyone is included in lessons. | | | | | |
| 14  | Everyone is able to move around our school building safely. | | | | | |
| 15  | Everyone knows about what is happening at our school. | | | | | |
| 19  | Everyone gets on well with each other. | | | | | |
| 20  | The school asks children what they think. | | | | | |
| 23  | The school involves children in assemblies and events like parties and fairs. | | | | | |



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Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?