

**Redwell Primary School**

**Redwell**  
**Equality Policy**

A large, faint watermark of the Redwell Primary School logo is centered on the page. The logo features the word 'Redwell' at the top, a stylized shield with three wavy lines in the middle, and the words 'Primary School' at the bottom.

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### **1. INTRODUCTION**

This Single Equality Policy is part of the school's Single Equality Scheme which also includes a Self Evaluation Framework and resulting actions to be incorporated into the School Development Plan.

This Single Equality Policy sets out the school's generic approach to the Single Equality Duty (as set out by the Equality and Human Rights Commission) to secure equality with regard to race, disability, gender, forthcoming, age, sexual orientation, and religion/belief. In setting out the school's responses to these duties, this policy also indirectly reflects many of the school's approaches to the promotion of Community Cohesion. Section 5 of this policy ("The school's approach to promoting equality for all") pulls together the duties for race, disability and gender and presents them in a generic way.

Our school's mission statement/core values/aims are as follows:

#### **We believe at Redwell Primary School we are Unique;**

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- U** United and Supportive
  - N** Nurturing and Enriching Talents
  - I** Individuality is Valued
  - Q** Quality Learning for Life
  - U** Understanding
  - E** Every Individual Matters

**Redwell Primary** School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief. This is in line with the 1976 Race Relations Act and the Disability Discrimination Act of 2006 and covers both direct and indirect discrimination.

Our over-riding consideration is to:

- celebrate the cultural diversity of our community and show respect for all minority groups
- provide a supportive, inclusive and empowering learning community for all pupils and adults.

The school recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential, including:

- Boys and girls, men and women
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked After Children and their carers
- Children with poor records of attendance at school
- Young offenders
- Young carers
- Children at risk from significant harm
- Children living with “vulnerable’ adults

In our school, regular and systematic monitoring and evaluation of the attainment and achievement of vulnerable groups and individuals enables us to highlight areas where additional intervention may be needed.

This policy, and the process of self evaluation which informs the resultant action plan is the responsibility of:

Mrs Anne Ansell (Head Teacher)

- Mrs Lindsay Harris (SBM)

and its effectiveness is regularly evaluated by

- Mrs Anne Ansell (Head Teacher)
- Fiona Butlin (Governor)
- Mr Paul Wood (Site Manager)

## **2. THE LEGAL DUTIES**

This document is written with very close reference to three key documents :

“Developing Equality Schemes to meet the three existing duties” : Equalities and Human Rights Commission (2009)

“Developing a Single Equality Policy for you school” : Centre for Studies in Inclusive Education (2010)

It is also written in compliance with the following legal frameworks :

- The Race Relations Act 1976 (amended 2000)
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified by UK in 1969)

- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the Child (ratified by UK in 1991)
- The Special Educational Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of The United Nations Convention on the Rights of Persons with Disabilities (ratified by UK in 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK in 1986)
- The Equality Act 2011.

### **3 THE SCHOOL CONTEXT**

**3a** Significant features of the social, cultural, linguistic, religious, disability diversity of pupils, staff and governors are as follows :

- *71% of our school population are White British, the remainder are from other ethnic backgrounds. September 2017 our groups were* The dominate ethnicity in our school with 71% is white British. There are 13 other groups represented within our school including; 6.5% any other white background / 3.8% Indian / 3.8% white and black Caribbean / 3.1% other black African / 2% white and Asian / less than 2 % for all other groups.
- *The socio-economic make up of the school is good and most children come from working families. A proportion are from single parent families or unemployed carers.*
- *Across the primary we currently have 5 LAC Pupils, 18 pupils eligible for PPF, an additional 18 who are Ever 6 and 1 service pupil. We have a low uptake of PP and consider the UFSM offer to have affected the number of families claiming, with only 5 pupils in total across EYFS and KS1, this does not reflect the changes in the school cohort over the last 2 years.*
- *Stability in the school is good, there is very little movement.*
- *Staff well-being is a priority for us and therefore we try to accommodate people's needs where we can, this leads to a happy staff and good attendance.*
- *Staff are of mixed ages and experiences.*
- *Governors are of mixed experiences and roles.*
- *Timing, scheduling and location of Governors meetings help governors to be involved.*

**3b** These features are representative/not representative of the population in the geographical area the school covers in the following ways :

- *The local area has a significant percentage of households in which adults have regular work.*
- *The local area is largely white British.*
- *In the local area it is typical that children go on to attend University.*
- *The immediate area does not have a very large representation of other ethnic groups.*
- *Other schools in town have a much lower deprivation factor than this one.*

**3c** Reasonable adjustments made by our school to ensure the equal opportunity of pupils, staff and governors are as follows :

*Recognising that some groups covered in this policy may have particular needs the school:*

- *Is physically accessible to all, including wheelchair users, with ramps and lower access buttons usually in place where needed and door clips in place to allow doors to remain open where needed*
- *Completes an access action plan to consider changes that would need to be made on the arrival of a pupil or member of staff with a physical disability*
- *Works closely with outside support agencies to ensure the most effective support is in place ( e.g physiotherapist)*
- *Provides support and time for any physical intervention programs to be completed successfully*
- *Completes specific, targeted training to enable staff to meet the needs of individuals (eg hearing impairment training – whole school)*
- *Purchases and uses a range of specific equipment to enhance learning and support (to allow different seating arrangements, talking tins, etc)*
- *Provides an extensive range of extra-curricular activities to allow choice and access for all.*

*Supporting learners with particular needs*

*Recognising that some of the groups covered in this policy are more likely to have particular needs the school:*

- *Supports year 2 & 6 children through the SATS*
- *Supports individual/families with difficulties over a given period of time (family crisis, bullying incidents etc) using a mentoring or counselling approach (HT/DH)*
- *Strives to identify particular needs as soon as possible to enable early support and/or intervention to take place*
- *Prepares Personal Learning/Behaviour Plans to focus on learning priorities*
- *Provides extra support time with an TA in a group or 1:1 to help pupils meet their targets*

**3d)** Staff turnover, pupil mobility and upward or downward trends in relation to % of staff, pupils and governors from different racial groups, with a disability or special educational need, from each gender, or who fall into groups for whom the school needs to give consideration to age, sexual orientation, and religion/belief.

- *Staff turnover is less than 5% per year for previous 3 years – no particular equality group issues emerge from the analysis of joiners and leavers.*
- *Pupil mobility is low at less than 5%.*
- *School has made efforts to tackle inaccurate identification of some underachieving pupils as SEN and therefore has reduced % of pupils identified as School Action.*
- *The school currently has 569 pupils, 293 boys and 276 girls on roll.*

**3e)** Attainment and progress of pupils who would identify themselves (or, in terms of special educational need, be identified) as belonging to different groups according to race, disability or special educational need, gender, (and, forthcoming) age, sexual orientation, and religion/belief is better or worse than that of the school population as a whole, in the following ways (using the last complete year of whole-school performance data) :

- *Girls outperform boys in Reading and Writing at KS1. Boys outperform girls in Maths at KS1. The curriculum is changing to even up these results.*
- *Pupils on provision maps, personal learning plans, HNF and with EHCP's make good progress.*

**3f)** Examples of how we seek the views of all our school community, and the wider community, including in relation to equality issues, are as follows :

- *Consultation with parents about specific aspects (home learning, websites, educational visits etc.)*
- *Consultation with children about specific aspects (Playground routines, Outdoor Environment, Website etc.)*
- *Regular Parent, Pupil and Staff Questionnaires where data produced is thoroughly analysed and relevant outcomes fed into our School Improvement Plan*
- *Evenings for Parents arranged for specific key stages in school life to allow parents to ask questions*
- *Termly parent council meetings to share ideas and information*

*Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible our school strives to:*

- *Explain how the school operates via our School website*
- *Translation available through the website*
- *Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs including: written reports, Parents' Evenings, Come and See sessions, Values Days, Performances and Evenings for Parents*
- *Explain how parents and others can help in school by encouraging their involvement in school life and compiling a list of very valuable parent helpers who are given a Welcome and Initial Training session before they join us in the classroom*
- *Encourage parents to support their child in home learning activities*
- *Develop parents' understanding of the curriculum by offering Key Stage specific curriculum evenings for parents which keep them informed of new initiatives and school practice*
- *Designate a SMT member to deal more personally with families experiencing difficulties or crisis over a period of time*
- *Encourage parents to join the RHH(Friends of RPS) and/or governing body*
- *Providing termly SEN meetings for parents and all school staff involved in the learning of children with specific individual needs to come together to report on their progress and plan future targets as a team.*
- *Encourage an "open door" policy where parents feel comfortable to come in to chat to teachers or the SMT members when they have concerns or questions*

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- *Arrange weekly meetings for parents of children feeling vulnerable or experiencing specific barriers to their learning/wellbeing (often of a temporary nature).*

**3g** Some examples (not a definitive list) of how we seek to address equality issues in our school and improve the access and experience of all equality groups, are as follows :

- *Celebrate individual and personal success in a weekly celebration assembly*
- *Develop global curriculum coverage which celebrates difference*
- *Establish communication with schools in other countries*
- *Integration of SEAL across the school*
- *Deliver a PSHCE curriculum which promotes positive attitudes towards minority groups*
- *Communicate a bullying policy which encourages and develops empathy, tolerance and understanding and reacts swiftly to unacceptable behaviours against minority groups, recording and monitoring these incidents.*
- *Offering a wide range of extra-curricular clubs to include sports, etc*
- *Provide assemblies led by church leaders, members of the community, etc.*
- *Fund raising for local, national and international charities and ensuring understanding of the purpose and impact of the activity*
- ***Ensuring a rich and relevant curriculum which celebrates diversity and cultural similarities and differences.*** *In our development of a rich and flexible curriculum we strive to ensure that the curriculum equips pupils to actively promote community cohesion and ensures their understanding of faith and ethnic diversity and the common values underpinning society. E.g.*
  - *Through our RE Scheme of Work which explores all the main religions, as well as the achievements and motivations of those inspired by their faith, their sense of moral duty or commitment to active citizenship*
  - *Through PSHE and the SEAL programme we encourage children to be reflective and empathetic, continually considering the impact of their decisions and behaviours on others and to be aware of their responsibilities as well as their rights*
  - *Through creative curriculum themes and special curriculum events which allow us to celebrate and explore cultural identity*
  - *Through assemblies which balance the PSHE programme with a range of faiths*
  - *Through visits to places of worship and visitors to our school representative of different religious beliefs.*

## 4 RATIONALE

This Equality Policy is not a stand-alone document. Its main function is to present a set of principles which permeate all other school policies and practices. It is closely related to other key school documents as follows:

- Curriculum Policies
- Anti Bullying Policy
- Behaviour Policy
- Pay Policy
- Appraisal Policy
- SEN Policy

- E-Safety Policy & Acceptable Use Policy

As a school, we recognise that there are some core inclusive values that underpin this Equality Policy and ensure respect for all. These are:

- **Fairness:** no school policy or procedure will unfairly advantage or disadvantage any member of the school community.
- **Trust:** we begin with the premise that all members of the school community will behave with good intent towards each other.
- **Participation:** no member of our school community will be barred in any way from participating in any school activity which could be reasonably expected to be open to all. For those school activities where it would be common practice to be chosen or elected, (ie representation at a meeting, on a committee, on the school council or on the Governing Body) we will be able to demonstrate that the selection process was fair and transparent (see below).
- **Consultation and negotiation:** Representatives of different stakeholder groups within the school community (ie pupils, staff, parents, governors) and of all seven identified diversity groups covered by this policy (race, disability, gender, age, sexual orientation and religion/belief) will be consulted over major policy decisions being taken by the school. The school will make an “equality impact assessment” in relation to any major policy decision. In some situations, where it is reasonable to predict that the ultimate decision will have a significant impact upon the experience in school of different stakeholders, including those within the seven identified groups, the school recognises that it will be appropriate to negotiate, rather than consult.
- **Collaboration :** we will work together as a team in which every member has a view and a voice which is worthy of consideration.
- **Transparency :** the reasoning behind decisions made in our school will be open and subject to scrutiny.

We are a Values based school. We focus on traditional values and have one per month that we use as a theme in assemblies and to focus on in and around the school. All of our Values are underpinned with Love, the 11 Values are;

Friendship                  Happiness                  Patience                  Respect

Responsibility                  Kindness                  Ambition

Independence                  Self Belief                  Honesty                  Bravery

We strive to build, within our school, our locality and the partnerships with which we are involved, a strong and cohesive community, which prepares young people for adult life in

- a diverse, inclusive society
- a welcoming community that fosters positive relationships and values diversity as a rich learning resource
- a barrier-free community founded upon a joint sense of belonging.

We strive to nurture in our pupils and staff the personal qualities which we consider essential in a member of a school community and in a citizen of the wider community and society which values equality and respect for all:

- thoughtfulness
- honesty
- integrity
- caring
- kindness
- responsibility
- humility

**Every member of our school community will be challenged and held to account for upholding the rationale of this Equality Policy.** We recognise that individual members of staff, governors, parents or pupils may have different views on a number of equality issues. Our main priority is not to demand that anyone changes their views but that, as a school, we clearly describe what the school considers acceptable/unacceptable and how everyone is expected to behave in school. No matter what individual people's views might be, our first priority is to ensure that the school complies with every aspect of equality legislation and the duty to promote community cohesion.

### **5. THE SCHOOL'S APPROACH TO PROMOTING EQUALITY FOR ALL**

Our school works in the following ways to secure equality and respect for all **(these principles apply to all seven equality duties)**:

**a) Current policy and practice in the school shows commitment to meeting the duty to promote race, disability, gender equality for pupils, staff and parents. Our school addresses this by:**

- Ensuring that our mission statement, aims and core values relate to every member of our school community.
- Ensuring that we regularly evaluate the impact of all school policies (particularly admissions and attendance, behaviour, collective worship, target-setting, teaching and learning and performance management) on the equality groups as identified in this policy and take action to improve our policy and practice where necessary, through having specific actions on the school development plan.
- Ensuring that, wherever possible, the equality groups as identified in this policy are reflected in the language and images of all publications (including the school prospectus, publicity to promote school events, website).
- Ensuring that the school's policy on school uniform makes reasonable allowances for expressions of identity and ease of use for pupils who are disabled ("reasonable allowances" to be limited by the

extent to which adaptation of the school uniform might be used to represent an affiliation to a group or belief which might not be in keeping with the other key principles laid out in this policy.)

- Ensuring that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays.
- Ensuring that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice.
- Ensuring that equality values are represented in the every day language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained.
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life.

**b) The school can clearly demonstrate how it assesses the impact on equalities of its current policies and practices on race, disability and gender equality for pupils, staff and parents. Our school addresses this by:**

- Ensuring that the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour towards the equality groups as identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

**c) The school has secure arrangements for ensuring equality of opportunity with regard to the recruitment, development and retention of employees. Our school addresses this by:**

- Ensuring that, whilst adhering to equalities law and fair recruitment practice, every attempt is made to achieve diversity in the workforce and governing body which is representative of that within the school, the local community and the wider community.
- Ensuring that all aspects of employment, including recruitment, disciplinary issues, and complaints, allocation of responsibilities, professional development and opportunities for all staff to progress are monitored to ensure that equality is upheld as a central consideration when judgments and decisions are made.
- Ensuring that all staff are aware of this Equality policy and wider equality issues through staff training and professional development and that this is an essential element of the induction training for all staff.

**d) The school can demonstrate equality with regard to the educational opportunities available to the pupils in the specified groups. Our school addresses this by :**

- Ensuring that there are opportunities for different viewpoints to be expressed and voices to be heard.

- Ensuring that, where possible and appropriate and without contrivance or artificiality, curriculum themes and content reflect the rights and interests of the equality groups as identified in this policy and promote greater tolerance towards them, across a breadth of curriculum which is wider than planned direct teaching within RE, PSHE and citizenship.
- Ensuring that the curriculum offers opportunities for all pupils to learn about the history of inequality and oppression in relation to the equality groups as identified in this policy.
- Ensuring that all of the equality groups as identified in this policy have the same opportunity to access educational visits and other school trips as any other pupil in the school.
- Ensuring that all pupils can participate equally in all aspects of school life, including extended school activities.
- Ensuring that school events or activities, including those arising from the extended school offer, celebrate diversity.

**e) The school can demonstrate equality of opportunity with regard to the achievements of pupils in the specified groups. Our school addresses this by:**

- Ensuring that the school has processes for monitoring and evaluating the attainment and progress of all pupils and the comparative attainment and achievement of pupils in the equality groups identified in this policy. Thereafter ensuring, where there are discrepancies, that appropriate intervention is put into place which will narrow the gap between the attainment and achievement of all pupils and of those pupils from the equality groups identified within this policy, where these are lower and need to be addressed.

**f) The school can demonstrate equality with regard to attendance, exclusion and anti-bullying. Our school addresses this by:**

- Ensuring it has effective attendance, behaviour and anti-bullying policies which are applied equally to all groups and do not disadvantage any member of our school community.
- Ensuring that the school has processes for avoiding the exclusion of any pupil and that these processes are equally applied to and equally effective for pupils in the equality groups identified in this policy.
- Ensuring that the school can clearly demonstrate the steps it takes to eliminate harassment and bullying of pupils or staff in the equality groups identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

**g) The school's links with local organisations and community groups represent its commitment to raising the awareness of its pupils, staff and parents with regard to the equality groups identified in this policy.**

- Ensuring that the school has links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality.
- Ensuring that the school does not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy.

### h) With specific regard to disability equality:

- Ensure that the school recognises the “social model” of disability - that a person who has an impairment may become disabled if reasonable adjustments are not provided in relation to that impairment (and is therefore a “disabled person”) – over and above the “medical model” – that a person is disabled by physical or mental impairments (and is therefore a “person with disabilities”).
- With particular regard to disability: ensure that reasonable adjustments are considered in order to include all disabled young people living within the school’s locality.

## 6. MONITORING, REVIEWING AND ASSESSING IMPACT

- The Equality **Scheme** (which incorporates this policy as one of its three elements) will be reviewed on a three year cycle. The working party will include the following stakeholders:
  - Pupils
  - Parents
  - Staff
  - Governors
  - Representatives of the local community
- Our school will judge the effectiveness of this Equality **Scheme** by:
  - using the Equality Scheme Self Evaluation Framework,
  - by evaluating progress towards equality targets as specified on the School Development Plan (and their impact)
  - by canvassing the views of the stakeholders listed above (perhaps through questionnaires or focus groups).
- The working party will decide how this is to be evaluated and how the results will be used to improve the policy and its implementation. Evidence of impact will include:
  - Comparative attainment and overall progress of pupils in the equality groups identified in this policy.
  - Pupils’ learning and awareness of equality issues and how they demonstrate these, so they are well prepared for adult life in a diverse and inclusive society.
  - Feedback from parents, staff and other community users on the culture of equality within the school.

### **7 ACTION PLANNING**

Our school recognises that it is a legal requirement to develop specific targets for each of the equality duties. These will be incorporated but clearly identified in the School Development Plan.

### **8 PREVENTING AND DEALING EFFECTIVELY WITH BULLYING AND HARASSMENT**

Our school recognises that the groups covered in this policy may be more vulnerable to bullying and harassment and all acts of reported bullying are acted upon swiftly, recorded and reported to parents (whenever this is identified as advantageous or necessary).

They are analysed with a view to monitoring vulnerable groups. Incidents of racism are reported to the Local Authority.

Where the behaviour of a child is cause for concern, an individual behaviour plan is created alongside the SEN Manager, class teacher and parents. Outside agencies are involved when this is considered advantageous. This ensures progress towards appropriate targets is most effectively managed.

Members of the Senior Management team act as Behaviour Mentors for children who need more structured support. In this case they undertake counselling of the child before they reach the final stage of their agreed behaviour plan.

Our approach to behaviour management is based on strong relationships built on trust and mutual respect. This helps us to protect the most vulnerable whilst supporting and enabling all children to develop positive behaviour patterns.

### **9. SPECIFIC RESPONSIBILITIES**

The head teacher and Chair of Governors will maintain a strategic overview of the currency and efficacy of this Equality Scheme. Leads for each target on the School Development Plan will be clearly identified.

Date of Ratification from the Governors November 2017

To be reviewed in 2021.

Signed

• Mrs Fiona Butlin Chair of Governors

Mrs Anne Ansell Head Teacher