

# **Canning Street Primary School**



## **Public Sector Equality Duty**

**(including the Accessibility Plan)**

## **Introduction**

Canning Street Primary School serves a very diverse local community and is located in an area of significant levels of socio-economic deprivation. The school experiences very high rates of casual admissions/pupil mobility. Our pupil population is very diverse, representing a wide range of ethnic groups, cultures, languages and religions. We value and celebrate this range of diversity and the richness it adds to our school.

## **Our Vision**

**For everyone to be a happy, resilient, confident and motivated learner who will achieve their full potential and contribute to society.**

## **Mission Statement**

At Canning Street Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity in which everyone is able to participate fully in school life and achieve their full potential.

### **At Canning Street Primary School we aim to:**

- Treat everyone fairly and with respect.
- Ensure that our school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- Recognise that for some pupils extra support is needed to help them to achieve and be successful.
- Try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- Ensure that no-one experiences harassment, less favourable treatment or discrimination because of any of the following protected characteristics:
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity

- Race
  - Religion or belief
  - Sex
  - Sexual orientation
- Celebrate diversity and value the dignity of difference
  - Consider the needs of other ‘vulnerable groups’ in order to ensure that they are not discriminated against in any way and that our school is as inclusive as possible. Vulnerable groups could include:
    - Children who are Looked After (CLA)
    - Children in receipt of Free School Meals (FSM)
    - Children from families on low incomes / benefits
    - Children of refugee / asylum seekers
    - Children who have English as an Additional Language (EAL)
    - Young carers

**The Equality Act 2010** requires all public organisations, including schools to comply with the **Public Sector Equality Duty** and two specific duties:

The **Public Sector Equality Duty** or ‘general duty’

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

**Two ‘specific duties’**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty (To be updated annually)
- Prepare and publish one or more objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

## **HOW WE ARE PERFORMING IN RELATION TO THE 3 AIMS OF THE EQUALITY DUTY?**

### **What we are doing to eliminate discrimination, harassment and victimisation?**

- Using a Local Authority agreed Admissions Policy to ensure our admissions arrangements are fair and transparent
- Ensuring all children have access to high quality teaching and learning opportunities
- Analysing data on a termly basis to ensure all children have the opportunity to achieve their full potential
- Providing a physical environment which is accessible by all
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Expecting everyone in school to adhere to the school rule
- We make reasonable adjustments to support those who need additional support
- Expecting high standards of achievement, behaviour and attendance from everyone
- The Headteacher and Chair of Governors ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- The school caters for the dietary and dress requirements of all groups
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality.

### **What are we doing to advance equality of opportunity between different groups?**

- Regularly analysing achievement, half termly / termly to ensure all children receive the appropriate teaching to reach their potential
- Having high expectations of all groups of pupils to reach or exceed national expectations
- Providing additional teaching and support to close the gaps for children from all groups
- Targeting where necessary to improve attendance of children from all groups
- Working with identified families to support them in helping their children achieve their potential
- Pursue opportunities to offer high quality care and education to pre-school children to enable them to be ready for school
- Providing early identification and intervention for children with specific needs

- Using the pupil premium funding as detailed in our report to parents on the school's website.

### **What are we doing to foster good relations between different groups?**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school population and local community in terms of any of the protected characteristics, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events
- We include equalities matters on our website and in our newsletters to parents and carers

### **Other ways we address equality issues**

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the parent questionnaires and consultations, and other formal / informal feedback from parents and carers
- Analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from Pupil Voice, from the School Council, PSHE lessons, whole school pupil surveys
- Analyse issues raised in Annual Reviews or reviews of progress on Provision Maps
- Gather feedback from parents and governors

## **INFORMATION ABOUT THE PUPIL POPULATION**

Number of pupils on roll at the school: 490 including Nursery and Clever Tots (childcare)

Number of pupils with disabilities: 27 (SEN register April 2013)

There are pupils at our school with different types of disabilities and these include:

- 1 Dyslexia
- 2 Medical Disability
- 3 Attention Deficit Disorder
- 4 Autistic Spectrum Disorder
- 5 Learning Disability

**Achievement data compared to National data is available in school**

## **OUR EQUALITY CHALLENGES AND OBJECTIVES for 2017-2018**

Our objectives for each year are published in the Securing Improvement Plan.

### **Monitoring and reviewing objectives**

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## **ROLES AND RESPONSIBILITIES**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing Body**

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

A member of the Governing Body has a watching brief regarding the implementation of this policy.

Every Governing Body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Governors annually review the Equality Policy and evaluate the success of the school's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

### **Headteacher and Leadership team**

The Headteacher 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.

The Headteacher has day-to-day responsibility for co-ordinating the implementation of the policy and for monitoring outcomes.

### **School Staff**

All school staff will:

- Promote an inclusive and collaborative ethos throughout the school
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

The school will provide training and guidance on equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of each school year. Attendance at training will be recorded and all new and existing staff members will receive copies of the school's Equality Duty policy.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information about the school when they visit to enable them to do this.

### **EQUAL OPPORTUNITIES FOR STAFF**

The school is 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. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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

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

We ensure that all staff receive appropriate training and opportunities for professional development in line with the school's improvement priorities and performance management policy.

## **DEVELOPMENT OF THE POLICY**

This policy was developed by the Governors' Premises, Health and Safety Committee in consultation with pupils, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

## **MONITORING AND REVIEWING THE POLICY**

We review the information about equalities in the policy at least every two years and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

## **SHARING THE POLICY**

This Equality Policy is available on the school website, in the staff handbook, as part of the induction for new staff and in reports to parents in the school newsletter.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and inclusion.

**DATE OF POLICY: Autumn 2017**

**DATE OF REVIEW: Autumn 2019**

## Appendix I

### What do we mean by the word 'racism'?

1. a. A belief that human races have distinctive characteristics that determine their respective cultures, usually involving the idea that one race is superior and has the right to dominate others  
b A policy of enforcing such asserted right  
b. A system of government and society based upon such a policy - a system defined more by effects than motives
2. Perpetuation of belief in the superiority of a particular race
3. Assertion of rights and interests of a particular racial group, who assume superiority, however unwittingly, and have power to enforce this, to the detriment of other racial groups
4. The treatment of a minority, identified by racial background, as scapegoats for social stresses, injustices, or conflicts of interests affecting the whole society
5. Justifying the relative disadvantaging of a group, through an attempt to 'biologise' social structures
6. A way of rationalising a fear that the privileged position of one's own ethnic group in society might be eroded
7. An inadequately acknowledged residue of the colonial encounter between white and black, in which personal attitudes and behaviour come second and institutional power and pressures come first
8. The conduct generated by the belief that some races, however identified, are inferior, not in this or that respect, but *as people*, and that, therefore, their interests and feelings do not deserve to be regarded as equally important or worthy of respect as those of any so-called superior race
9. Action that, regardless of the intentions involved, defends the advantages that whites have because of the subordinated position of black racial minorities, and based on, or fuelled by, culturally sanctioned beliefs, involving dehumanising stereotypes, and/or paternalism, and/or ethnocentrism
10. A combination of prejudiced attitudes against black people and the power to implement action based on these, which leads, however unintentionally, to disproportionate under-privilege and disadvantage for black people in a white dominant society
11. Racism, whether individual, cultural or institutional, is no less racism for being unintentional or unwitting.

## **Appendix II**

### **What do we mean by the word 'prejudice'?**

1. Any preconceived opinions or feeling, either favourable or unfavourable (prejudicial = before judgement)
2. Holding to an attitude despite contrary available evidence, information or experience
3. An unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason
4. Unreasonable feelings, opinions or attitudes, especially of a hostile nature, directed against a racial, religious, or national group, identifiable different from our own
5. Negative persona; perceptions that discriminate against individuals seen only in terms of being representative of such a group
6. Personal attitudes towards other people, usually based on negative group stereotypes, which are not inborn but learned as children from adults and reinforced by the media and peer-group talk
7. A partial rejection of a person on the basis of his or her real or supposed specifiable characteristics
8. A tendency towards biased judgements, normally perceived in others rather than ourselves
9. An inability to move beyond an initial response of seeing someone in terms of a projected generalised label in one's mind rather than as a person.

## **Appendix III**

### **What is Community Cohesion?**

The Commission for Integration & Cohesion (an advisory body set up by the Government) suggests that a cohesive community is one where:

1. There is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country
2. There is a strong sense of an individual's rights and responsibilities when living in a particular place – people know what everyone expects of them, and what they can expect in turn
3. Those from different backgrounds have similar life opportunities, access to services and treatment
4. There is a strong sense of trust in local institutions to act fairly in arbitrating between different interests and for their role and justifications to be subject to public scrutiny
5. There is a strong recognition of the contribution of both those who have newly arrived and those who already have deep attachments to a particular place, with a focus on what they have in common
6. There are strong and positive relationships between people from different backgrounds in the workplace, in schools and other institutions within neighbourhoods

## Appendix IV

### What do we mean by “disability”?

The Disability Discrimination Act 1995 defines a disabled person as someone who has a ‘physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

For children and young people in schools, there is a significant overlap between those who count as disabled under the Disability Discrimination Act and those who have special educational needs as defined by the Education Act 1996. The definition of SEN will include many, but not necessarily all, disabled children: A disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.