

# Georgian Gardens C.P. School



## Single Equality Policy

Incorporating Equality Objectives and PSED Compliance

Georgian Gardens Community Primary School BN16 3JJ

29<sup>th</sup> April 2021

## 1. Scope

**This Equality Policy for Georgian Gardens Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability.**

It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

## 2. Equality and the law

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

It provides a single consolidated source of discrimination law, and extends the protection from discrimination in some areas.

## 3. Protected Characteristics

It is unlawful for a school to discriminate against a pupil, prospective pupil, member of staff or parent or carer by treating them less favourably because of their:

- Age (not applicable to pupils)
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marital status.

It is also unlawful to discriminate on the basis of association with anyone who has any of the above characteristics e.g. parents who are gay men or lesbians.

## 4. Special provisions for disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the provision for children with special educational needs through our SEND policy.

## 5. The equality duty

The equality duty has two parts: the 'general' duty and 'specific' duties.

## The general duty

The general duty is the overarching legal requirement for schools and means we must consider how our policies, practices and day-to-day activities impact pupils and staff. Schools are required to have 'due regard' to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation**
- **Advance equality of opportunity**
- **Foster good relations**

## The specific duties

The two specific duties for schools aim to assist us in meeting the general duty. These are:

- **To publish information to show how we are complying with the equality duty. This must be updated at least annually**
- **To prepare and publish one or more specific and measurable equality objectives at least every four years.**

In line with our statutory duties we publish annually equalities information, how we are performing in relation to the three aims of the equality duty, and publish and report on equalities objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. The Equalities Information and our objectives can be found on our school website. The Equalities Objectives are also found in appendix 1.

Our equality objective-setting process has involved gathering evidence from a number of data sources. In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this e.g. OfSTED, Local Authority/independent Consultants.

**Under our specific duty we will prepare and publish our Equality Objectives which are reviewed and revised every 4 years. The Equality Objectives outline the actions Georgian Gardens Primary School will take to meet the general duties detailed under the Act.**

## 6. Our vision for equality

Georgian Gardens Primary School aims to encourage a warm, welcoming and respectful environment, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence.

At Georgian Gardens we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. 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 recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

As a school we are committed to having knowledge of our school community and analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Georgian Gardens we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **7. Overall aims of our Equality Policy**

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We aim:

- to promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- to promote equality of access and opportunity within our school and within our wider community.
- to eliminate discrimination, harassment and victimisation.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil, member of staff or parent or carer by treating them less favourably if they have protected characteristics:

- age (not applicable to pupils),
- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity
- marital status.

Georgian Gardens Primary School is committed to ensuring we support any person, child or adult who has one or more protected characteristics, in line with the Equalities duty as far as is reasonably possible.

## **8. Implementation, monitoring and reviewing**

Implementation, monitoring and review are the responsibility of the Headteacher and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will review the policy and how we comply with the general equality duty annually

## How we comply with the Equality Duty

### Advancing equality of opportunity & fostering good relations

#### Promoting equality in practice

As well as the specific actions set out in the Equality Objectives, the school operates equality of opportunity in its day to day practice. Through our vision we seek to foster a culture of respect for others and recognition of individual rights. Recognising and celebrating similarities and differences between people forms a key part of our PSHE work throughout school. We aim to ensure we are a community where pupils / students are well prepared for life in a diverse society.

#### Equality and the curriculum

We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

#### Learning and achievement

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 the protected characteristics (where possible) and action any gaps;
- 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 the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;

- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Support for pupils / students**

### **Auxiliary Aids**

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Adaptations may also be found in ILPs and EHCPs.

Sensory equipment is available for use with children with social communication issues.

### **Pastoral Support**

Data is used to identify groups of vulnerable pupils and appropriate support is sought for these within our budget or locality budget, for example:

- Play Therapy
- Thrive interventions
- Referrals to CAMHS
- Establishment of Early Help Plans
- Booster groups

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. West Sussex County Council is the admission authority in respect of our school.

Exclusions are based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Religious observance**

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

### **Hiring out our premises/Before/After School Clubs**

Georgian Gardens Primary School will not allow groups contravening our school values/vision and equalities policy to run a club.

### **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. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **Employer duties**

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators of. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

West Sussex County Council offers a counselling scheme for staff available through Human Resources. In addition the Human Resources service provides access to advice and guidance on equalities matters relating to staff. This is made available through the West Sussex county website, bulletins and advice given by HR professionals. Relevant policies are listed below: -

- Safer Recruitment
- Schools Absence Management Procedure & Guidance.
- Confidential Reporting

Reference should also be made to other relevant information on Equalities from WSCC.

## **Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- 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, whole school surveys on children's attitudes to self and school ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

## **The roles and responsibilities within our school community**

### ***Our Headteacher:***

- ensures that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Policy
- oversees the effective implementation of the policy
- ensures staff have access to training which helps to implement the policy
- develops partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available

- monitors the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- takes appropriate action in cases of harassment and discrimination
- in partnership with governors deals with breaches of this policy
- provides a lead in the dissemination of information relating to the Policy
- has responsibility for supporting other staff in implementing this Policy

#### ***Our governing body:***

- ensures the Inclusion Governor has a watching brief regarding implementation of the Equality Policy
- ensures that the objectives arising from the policy are part of the School Strategic Improvement Plan (SIP)
- supports the Headteacher in implementing any actions necessary
- engages with parents and partner agencies about the policy
- evaluates and reviews the policy annually and the objectives every 4 years

#### ***Our pupils:***

- understand how Equality issues relate to them, appropriate to age and ability (through the curriculum)
- are expected to act in accordance with the Policy
- are encouraged to actively support the Policy

#### ***Our parents/carers:***

- have access to the Policy through a range of different media appropriate to their requirements
- are encouraged to actively support the Policy
- are encouraged to attend any relevant meetings and activities related to the Policy
- are informed of any incident related to this Policy which could directly affect their child

#### ***Our school staff:***

- are involved in the development of the Objectives supporting this policy through consultation
- are fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equalities related bullying and incidents in line with school policy
- make known any queries or training requirements

### **Eliminating discrimination, harassment and victimisation**

#### **Tackling discrimination**

Discrimination on account of any of the protected characteristics is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

'Prejudice related / hate incidents' can be defined in the following way:

***An incident which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's race or perceived race, gender, disability, religion and / or belief, sexual orientation, gender identity or, for adults only, age, marital or maternity status. These can also include indirect prejudice driven behaviour that is not targeted at one individual.***

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur may be:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

We recognise that we as individuals and society may struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to better understand the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equalities issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record hate incidents and prejudice based bullying in line with WSCC expectations. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. In the case of serious incidents we will support the victim and if a crime has been committed inform and involve the police.

## **Reporting, recording and responding to prejudiced based bullying and incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Any discriminatory behaviour should be logged in the individual child log and reported to the Headteacher or a member of SLT. There is a file in the office where such incidents and responses are logged and reported to Governors termly.

### **Contractors**

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously. We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required – **see Equalities Objectives.**

Original author:	Amie Bowers in Summer Term 2019
Last reviewed by:	Amie Bowers and Governors in April 2021
Approved by:	Governing Body on 29 <sup>th</sup> April 2021
Next review due:	Summer Term 2022



**Equality Objectives 2019 – 2023**

Objective	Target Group	Action	Timescale	Monitoring and evidence
To publish and promote the equality plan and action plan to all stakeholders	All	<ul style="list-style-type: none"> <li>All stakeholders will be able to access the equality policy and objectives on the website.</li> <li>All stakeholders have the opportunity to assess the impact of the planned actions and influence future target setting in relation to this.</li> </ul>	By January 2020	
To improve the achievement of children from low income and disadvantaged families	Pupil Premium children	<ul style="list-style-type: none"> <li>Track children carefully</li> <li>Plan effective quality first teaching</li> <li>Introduce pre learning tasks and specific interventions</li> <li>Enrich curriculum through visits/visitors and experiences <ul style="list-style-type: none"> <li>School to provide at least two free sports clubs per term to ensure all have the opportunity to participate</li> <li>Breakfast club available for PP pupils to ensure they have a positive start to the day and a balanced breakfast if required.</li> </ul> </li> </ul>	Ongoing	PPM Tracking of data
To improve the achievement of children with SEN	SEN children	<ul style="list-style-type: none"> <li>Track children carefully</li> <li>Plan effective quality first teaching</li> <li>Staff training into effective teaching of SEN children</li> <li>Provide interventions/resources <ul style="list-style-type: none"> <li>Ensure opportunities for ongoing CPD for staff to support pupils with specific SEN</li> </ul> </li> </ul>	Ongoing	PPM Tracking of data
To improve the provision for children for whom English is an additional language	EAL children	<ul style="list-style-type: none"> <li>Identify barriers to learning</li> <li>Look at best practice in other schools</li> <li>Utilise expertise of EMTAS staff to support children along with in-school support (JB)</li> <li>Provide resources and appropriate support <ul style="list-style-type: none"> <li>Improve resources for these pupils – including access to more bilingual books in the school library</li> </ul> </li> </ul>	October 2019 onwards	PPM Inclusion meetings Annual reviews
To track gender related attainment in the school and take actions when differences are identified.	Boys and girls	<ul style="list-style-type: none"> <li>2019 data indicated that girls achieved lower than boys in all areas across the school</li> <li>Pupil voice interviews with girls to be conducted in relation to learning and what can be done to support them further</li> </ul>	From September 2019	Tracking of data

		<ul style="list-style-type: none"> <li>• Identify barriers to learning and put measures in place to address these.</li> <li>• Plan specific interventions if needed – e.g. focus Y6 girls maths group</li> <li>• Ensure curriculum engages girls and meets their needs – review the balance of male and females in the curriculum (Famous scientists/ figures in history/ artists etc)</li> </ul>		
To promote understanding of and respect for differences	All children	<ul style="list-style-type: none"> <li>• Anti-Bullying week and associated activities</li> <li>• Use of friendship benches</li> <li>• Assembly themes to promote respect</li> <li>• Develop PSHE curriculum using new resources along with WSCC new scheme – ensure pupils are taught to accept people from groups including gender, race, disability, religion, LGBTQ+</li> <li>• School reports all racist incidents through the WSCC reporting system</li> </ul>	January 2020 onwards	Pupil voice Observation Planning Behaviour monitoring Racial incident log/reports to governors
Ensure the building is equipped and accessible for all pupils	Children with disabilities or conditions currently in school & future pupils	<ul style="list-style-type: none"> <li>• Continue to use advice from outside agencies to improve facilities for pupils with a disability. –Hearing impairments – Sight impairments – health issues</li> <li>*Whilst we do not currently have any wheelchair users any planned building work should consider accessibility needs of potential future pupils.</li> </ul>	Ongoing	
To ensure that displays in classrooms and corridors promote diversity in terms of race/ gender/ disability	All	<ul style="list-style-type: none"> <li>• Undertake a review of the learning environment and put resources in place to address and imbalances identified</li> </ul>	March 2019	
Lessons provide opportunities for all pupils to achieve,	All staff in school	<ul style="list-style-type: none"> <li>• Lessons are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by HLTAs/TAs</li> </ul>	September 2019 onwards	Observations planning
Classrooms are optimally organised for pupils with disabilities.	Class teachers	<ul style="list-style-type: none"> <li>• Staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment</li> <li>• Font size, visible markers and visual timetables used</li> <li>• Extra time offered to children that need it due to disability</li> <li>• Computer programs on offer as support</li> </ul>	September 2019 onwards	Classroom visits

**Equality Statement to be added to all relevant policies:**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Georgian Gardens. (See Initial Equality Impact Assessment.