

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



Single Equalities Policy

Thakeham Primary School

Date approved by Full Governing Body: September 2017

Review Date: March 2020

Signed

Headteacher: *S. Norton*

Chair of Governors: *A. Rini*

1 Introduction and context

1.1 Why we have developed this Equality Policy

This Equality Policy for Thakeham 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 takes account of the non-statutory guidance published by the DfE in May 2014 which acknowledges the following updates:

- Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.
- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.
- Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.
- It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.
- The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils.

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.

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Reference should also be made to our Equalities Objectives and Action Plan, Anti-bullying, Child Protection and Relationship and Sex Education, SEND, MAP, Positive Handling and Collective Worship policies.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors, volunteers, contractors and partner agencies.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- foster good relations between groups and to promote community cohesion
- advance equality of opportunity and
- eliminate discrimination, harassment and victimisation;

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

1.2 Our school within the wider context

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. These sources include SIMS, school census, attendance, attainment, RAISE online.

1.3 Our School Vision

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

Through our vision we seek to foster a culture of respect for others and recognition of human rights. Recognising and celebrating similarities and differences between people forms a key part of our SMSC work throughout school. We aim to ensure we are a community where pupils / students are well prepared for life in a diverse society. Our Curriculum Driver ‘Our Place in the World’ ensures this commitment underpins all our curriculum planning.

Thakeham 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.

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.

1.4 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 or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

Thakeham 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.

We have produced an Accessibility Plan (found on our school website) which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

2 Our approach

2.1 Introduction

As well as the specific equalities information and objectives that are set out in appendix 1 and on our website, we take a whole school approach to equalities and community cohesion. We publish Equalities Information on our school website. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. 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

Our SMSC work and British Values helps us focus clearly on many of the above key concepts. Our International School Award is also recognition of the impact of our work in some of the above key concepts including sponsorship of a child through Action Aid.

2.2 Teaching and learning

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.

2.3 Support for pupils / students

2.3a Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. wherever possible we make any adjustment within the restraints of our budget. Adaptations may also be found in ILPs and IHPs.

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

2.3b 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
- Referrals to CAMHS
- Establishment of Early Help
- Booster groups/Social Skills groups

2.4 Admissions

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.

2.5 Exclusions

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.

2.6 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.

2.7 Hiring out our premises/Before/After School Clubs

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

3 Our Staff

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. 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 offer 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 WSSfS, 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 available on the WSSfS.

4 The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Teacher is kept up to date with any development affecting the policy or actions arising from it
- take appropriate action in cases of harassment and discrimination
- in partnership with governors deal with breaches of this policy
- provide a lead in the dissemination of information relating to the Policy
- have responsibility for supporting other staff in implementing this Policy

Our governing body will:

- ensure the Inclusion Governor has a watching brief regarding implementation of the Equality Policy
- ensure that the objectives arising from the policy are part of the School Strategic Development Plan (SSDP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our pupils will:

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

Our parents/carers will:

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

Our school staff will:

- be involved in the development of the Policy through consultation.
- be 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

5 Responding to harassment, victimisation and bullying

5.1 Definitions

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

“Bullying is the **repetitive, intentional hurting** of one person or group by another person or group where the relationship involves an imbalance of power.”

(Thakeham Anti Bullying Policy)

We also recognise that there may be occasions when bullying may also apply to adults.

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

This is a one-off 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 or gender identity. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group can be damaging and must therefore be responded to as a prejudice related or hate incident.

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.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic 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, gender identity 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 gender identity or sexual orientation.

5.2 Reporting, recording and responding to prejudiced based bullying and incidents

Incidents of bullying are reported as outlined in our school Anti Bullying Policy.

6 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.

7. The new equality duty

The new 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 at least every four years. 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, County/independent Consultants.

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.

9 Implementation, monitoring and reviewing

This policy was published in September 2017. It will be actively promoted and disseminated via the school website, parent emails/letters and newsletters.

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 report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.



APPENDIX 1

THAKEHAM PRIMARY SCHOOL EQUALITIES OBJECTIVES

At Thakeham Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages and in order to further support pupils, raise standards and ensure inclusive teaching and learning.

We will regularly review the progress we are making to meet our equality objectives. The period of review is 4 years (March 2020).

OBJECTIVE	TO ACHIEVE THIS OBJECTIVE WE PLAN TO:	PROGRESS WE ARE MAKING TOWARDS THIS OBJECTIVE:
To narrow gaps in attainment between girls and boys in the core subjects.	<ul style="list-style-type: none"> • Identify needs and support via pupil progress meetings • Use SIMS to track pupil progress and attainment • Undertake training with SIMS developments • Personalize the curriculum to include pupil interests and questions and themes to engage boys/girls • Continue to develop Pupil Voice in teaching and learning • Ensure high quality teaching and learning strategies are embedded • Further refine Booster groups and support in class • Improve the effectiveness of Home Learning opportunities 	
To continue to monitor and support attendance of SEND and Disadvantaged children.	<ul style="list-style-type: none"> • Incorporate attendance data as part of pupil progress review meetings • Send out termly attendance letters to parents and strategies to promote positive attendance • Continue to update and review our Attendance Policy and continue to promote Good attendance (96%) • Refine and improve our Structured conversation meetings with 'hard to reach' parent/carers to identify causes of poor attendance and strategies to support • Further develop Multi-agency working e.g. EWO, SEND, 	

<p>To narrow the gap between the attainment of pupils with (i) SEND (ii) Disadvantaged/Pupil Premium and other children in the school.</p>	<p>Play therapists to support identified pupils</p> <ul style="list-style-type: none"> • Appoint and induct new Inclusion Co-ordinator • Develop support for effective inclusion via effective locality working • Undertake research in effective interventions and support and implement and review these • Undertake rigorous monitoring of provision both in class and through interventions • Invest in resources to support learning • Invest in training opportunities for TAs and teachers • Refine tracking systems and analyse data to support positive change • Further develop Multi-agency working, ensuring referrals and timely and advice provided in trialed and impact measured • Implement strategies to fully engage parents 	
<p>Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.</p>	<ul style="list-style-type: none"> • Promote the spiritual, moral, social and cultural development of all pupils by implementing our SMSC plan and long term PSHCE plans • Embed our curriculum that supports all pupils to understand, respect and value difference and diversity (Our Place in the World link) • Celebrate the lives of disabled people, those with different lifestyles and faiths and promote equality – through our curriculum, visitors and resources • Further develop our International school work and links with other localities to support pupil understanding of difference and diversity • Continue to develop our assembly themes to include learning of difference and diversity • Support charitable projects meeting the needs of diverse communities • Deal with any form of prejudice and any incidents of bullying to ensure pupils are aware of each other's differences in a positive light 	