



## **BEECH GROVE PRIMARY SCHOOL** **EQUALITY POLICY**

### **Overview**

1. This policy reflects the Single Equality Act 2010, which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.
2. A key measure in the Single Equality Act is The Public Sector Equality Duty (PSED) 2011, which ensures that all public bodies (including schools) play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. The PSED has three main aims: • Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. • Advance equality of opportunity between people who share a protected characteristic and those who do not. • Foster good relations between people who share a protected characteristic and those who do not.
3. The PSED covers all nine of the equality strands: age, disability, gender, gender-identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all members of the school community. These include - • Pupils • Teaching staff • Support staff • Parents/ carers • Governors • Multi-agency staff • Visitors to school • Students on placement  
Current profile of the school
4. The vast majority of our pupils are White British. We have a small number of staff with disabilities and ethnic groups.

5. The school was built in 1938. The school is on ground floor level with no stairs. 3 The entrance is wheelchair accessible, there are disabled toilets and all doors on new additions to the site conform to planning duties.

## **Objectives**

6. The objectives of the policy are- • to ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum. • To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations. • To eliminate any discrimination, harassment and victimisation. • To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, special educational need, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs (protected characteristics). • To recognise and celebrate diversity within our community whilst promoting community cohesion. • To ensure that this policy is applied to all we do. • To ensure that pupils and parents are fully involved in the provision made by the school. • To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

## **Good Practice**

7. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

8. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

9. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

10. We will log all racist incidents and report them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log-bullying incidents, including those directed towards those with special educational needs.

11. All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of 4 discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work will be undertaken with the perpetrator to ensure that the actions do not occur again. Strategies
12. Monitoring, evaluation and review is carried out by the Senior Leadership Team (SLT). The SLT will be responsible for ensuring that procedures and practices within the school reflect the objectives of this policy.
13. Parents and governors will be involved and consulted about the provision being offered by the school.
14. The diversity within our school and the wider community will be viewed positively by all.
15. Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
16. The positive achievements of all pupils will be celebrated and recognised.
17. The appropriate language will be used by all members of the school community to create and enhance positive images of the particular groups identified at the beginning of this document, thus creating the conditions for all people to develop their self-esteem.
18. Resources will reflect non-stereotypical images of all groups in a global context; and include materials to raise awareness of equal opportunity issues. Resources will be equally accessible to all members of school community consistent with health and safety Outcomes
19. This policy will play an important part in the educational development of individual pupils.
20. It will ensure that all pupils are treated equally and as favourably as others.
21. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

22. Beech Grove Primary School is committed to meeting the individual needs of each child and staff member and will take full account of their age, disability, gender, gender-identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation and special educational need in accordance with the requirements of The Single Equality Act 2010 Staffing and Staff Development 5

23. We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals.

24. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity. Harassment and Bullying

25. It is the duty of this school to challenge all types of discriminatory behaviour e.g. • unwanted attentions (verbal or physical); • unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

26. The school has a clear, agreed procedure for dealing with incidents such as these as written into the peer on peer abuse policy. Responsibility for the Policy

27. In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

28. The Governing Body is responsible for ensuring that: • The school complies with all equalities legislation relevant to the school community; • The school's Equality policy is maintained and updated regularly; • Procedures and strategies related to the policy are implemented; The Governing Body will have an overview of all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

29. The Head teacher is responsible for: • Providing leadership and vision in respect of equality along with the Governing body • Overseeing the implementation of the Equality Policy; • Co-ordinating the activities related to equality and evaluating impact; • Ensuring that all who enter the school are aware of, and comply with, the Equality Policy; • Ensuring that staff are aware of their

responsibilities and are given relevant training and support; • Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination. Six Equality Objective

30. The Equality Act 2010 requires schools to publish specific and measurable equality objectives.

31. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. These are: • To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to promoting positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, ethnic origins and those with disabilities. • To strive to ensure that all groups continue to make progress at least in line with their peers to meet or exceed national expectations in English and Mathematics.

32. We will review the progress we are making to meet our equality objectives every year. This policy should be read in conjunction with the following policies Accessibility Plan Peer on Peer Abuse Behaviour Policy Anti-bullying Policy Online Safety Policy PSHE/SRE Policy Code of Conduct (staff) Safeguarding Statement Safeguarding Policy Policy Review

33. This policy will be reviewed by the Governing Body, as part of its monitoring cycle.

Equality objective	How	Outcome
<p>To promote SMSC through all appropriate curricular opportunities with particular reference to promoting positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, sexual orientation, faiths, abilities, ethnic origin and those with disabilities.</p>	<ul style="list-style-type: none"> <li>• New RE syllabus introduced into school.</li> <li>• ‘Jigsaw’ scheme taught in PSHE lessons.</li> <li>• Development and implementation of a peer on peer abuse policy to ensure any incidents of abuse related to a specific characteristic are dealt with swiftly and consistently in line with school policy.</li> <li>• KS1 and KS2 - Assemblies linked to celebrating achievements of adults and children from different cultures, faiths, ethnic origins and disabilities e.g. Para Olympians, Jigsaw.</li> <li>• Pupil Council represents the views of the children.</li> <li>• Equal opportunities for children of both genders to take part in all activities e.g. chess, football, table tennis &amp; netball.</li> <li>• Sex and relationships teaching will take place in Year 5 and Year 6.</li> <li>• Staff will receive CPD to raise awareness of children with protected characteristics.</li> <li>• Inclusion Quality Mark</li> </ul>	<p>RE syllabus planned and in place PSHE policy and planning updated Policy created and shared with staff</p> <p>Links to be established when all schools are open to visitors. Class assemblies and collect worship are in place</p> <p>School parliament to have clear objectives linked to school and community – anti-bullying, charity work, mental health, inclusion. Led by SENDCO and pupils from across</p> <p>KS2 Protected characteristics built into new PSHE curriculum.</p> <p>Clearly identified in PSHE planning Inclusion Quality Mark achieved for third year in a row</p>

Equality objective	How	Outcome
<p>To strive to ensure that all groups continue to make progress at least in line with their peers to meet or exceed national expectations in English and Mathematics</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings focus upon those children who are not making expected progress.</li> <li>• KS Leaders analyse data each term to ensure all groups make progress in line with their peers</li> <li>• Interventions are delivered and impact monitored for those children identified as not making progress at least in line with their peers.</li> <li>• SEF objectives linked to the progress and achievement of children and ensuring greater depth in reading, writing and maths</li> <li>• Full time PSA monitors and supports children with attendance issues.</li> <li>• Support is provided for children's emotional and mental health by an in-school care team who employ school learning mentors and bought in service (i.e. Bungalow Project).</li> <li>• The schools Reflective Workshop is a dedicated area for therapeutic support.</li> <li>• Parents are supported in school and are signposted where</li> </ul>	<p>All groups of learners are tracked and monitored for progress. Interventions aimed at academic and social emotional progress. Teaching and Learning policy outlines that pupils should master the basics in English and Maths. Senior leader monitors attendance to ensure consistent approach and is fully supported by local EWO. Care team in place to support vulnerable pupils and those with emotional and mental health. Classroom equipped for therapeutic support.</p>

	<p>applicable to appropriate professionals (e.g. through the Early Help Process)</p> <ul style="list-style-type: none"><li>• Pastoral and Safeguarding Officer appointed May 2019.</li><li>• Incredible Years parenting course run in school in consultation with CAMHs.</li></ul>	
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