

# Giffards Primary School

# Equality Policy

(Incorporates previous disability equality scheme, EAL, Gender equality,  
race equality and elements of the community cohesion policies)

This policy was developed in the Spring Term 2012 through a process of consultation

**Agreed by Governors**

April 2012, reviewed March 2013, 2014, 2015, 2017 and March 2018

**To be Reviewed**

March 2019

Signed \_\_\_\_\_

## Giffards Primary School Equality Plan

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### 1. School Vision Statement

Our school motto is

**“Valuing everyone as learners”**

- Our shared vision includes recognising that each child is an individual and as such is unique.
- We work closely as a team: striving to attain the highest possible outcomes for all our children, where inclusion of all learners is a central goal.
- We seek to provide all our learners with the best possible start to life and we will work with the necessary support services wherever possible. We embrace the principles of 'Every Child Matters' and these principles will guide all we do.
- We aim to provide a stimulating, secure and caring environment, where high standards of behaviour, mutual respect and academic achievement are paramount.
- We will try to ensure that all our children leave school with a positive disposition for learning so that they will become life long learners.
- We will maintain a broad and balanced curriculum and will always be keen to enrich this curriculum further.
- To do this we will develop the potential of all our staff by providing high quality training for teaching and all support staff. We are committed to working together and through wider networks to learn from each other and share best practice.

### 2. Core Values and Aims

**A core value is a central belief clearly understood and shared by every member of the school community.**

Our Core values arose out of discussion with pupils and other members of the school community, they reflect what we believe to be important about people, about how communities work well and about how we learn and develop knowledge. Our Values inform and shape how Giffards Primary school is organised, how we want people to relate to each other in school, as well as the content and processes of teaching and learning. Our Core Values focus on the way we work, behave and treat all members of the school community, we recognise their value in developing strong communities. The values form the basis for how we develop strong and positive relationships within the school and in its wider community.

At Giffards primary School, 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 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.

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 Giffards primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **3. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

#### **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 ethnicity, gender and disability 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 race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents 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.

#### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

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

### **4. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Giffards primary School.

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**

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

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **5. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Giffards Primary School will take to meet the general duties detailed below.

### **5a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **5b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan

#### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse (12 months+) effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

#### **Legal duties**

**The Disability Discrimination Act (DDA) 2005** placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every four years

### **5c. Gender Equality**

**The Gender Equality Duty 2007** places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our

- gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **5d. Sexual Orientation**

[The Equality Act](#) made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **6. 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 termly parents evening questionnaire,
- Input from staff surveys and through staff meetings;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and others
- Issues raised in annual reviews or reviews of progress on Provision Maps;
- Feedback at Governing body meetings.

#### **7. Roles and Responsibilities**

##### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

##### **The role of the headteacher (or senior leader responsible for Equalities)**

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

##### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

#### **8. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation 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. Termly Team around the Child meetings (TAC) will support this.

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 / Inclusion team/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?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

### Types of discriminatory incident

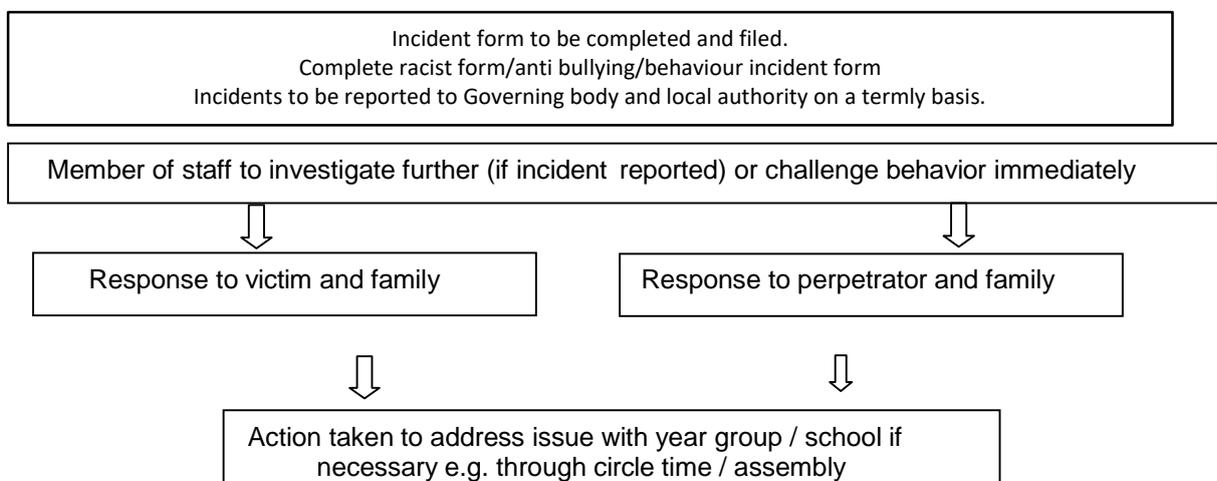
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- 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;
- Cyber bullying, as discriminatory incidents are not necessarily face to face
- 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

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.

The procedure for responding and reporting is outlined below:



## 9. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We use half termly Pupil Progress meetings to monitor pupils' learning and use this information to track pupil progress. As part of this process, we monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **10. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

**Signed:**

**Date:**

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation is included in the action plan below.

For further examples of actions please see Appendix A and B

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Inform parents via newsletters	Headteacher / designated Governor	March 2017	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by grouping race, gender, disability and FSM and act on any trends or patterns in the data that require additional support for pupils.	School national data analysed by race, gender and disability. School data to be analysed for significant groups	Headteacher / Governing body	Half Termly at PPMs Report termly to FGB through HT report	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Ensure that the curriculum and assemblies promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Diversity displays are evident in each hall, created by the children as part of ongoing diversity work	Increase in pupil understanding, awareness and positive identity – monitor through PSHE/SMSC Monitor through displays	Headteacher + curriculum leaders through monitoring	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co- option), class assemblies, fund raising etc.	School council representation reflects the school diversity	Member of staff leading on school council	ongoing	More diversity in school council membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group	Headteacher / Governing body	Reporting: Termly Headteachers report to FGB	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
		approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			challenged by the Governing Body
<b>Gender Equality Duty</b>	SLT analysis of SATs results ( standardized tests & TAs including EYFS) and half termly data drops identify if gender has played a part in attainment levels reached. Strategies to be identified to be used with the identified groups. Narrowing the gap targets to be set. Analysis to include other factors which may affect data – low numbers/SEN	SLT through data and PPMs.	Headteacher And subject leaders	annual	Levels of progress will be in line between boys and girls
<b>Disability Equality Duty</b>	Improve access to School communication with leaflets/letters in accessible formats(increased font size/‘talking’ newsletters) Admin staff to secure preferred method of communication when children enter the school	Through parent responses via questionnaires	Admin + Inclusion team	ongoing	Parents are aware of different ways in which communication could be received, greater uptake of newsletters in varying formats. All Foundation stage parents aware via induction process
<b>Community cohesion</b> i. Teaching, learning and the curriculum	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Evident in assembly themes Evident in PSHE/RE schemes of work PSHE/RE monitoring	Member of staff leading on RE/PSHE	Ongoing	Increased awareness of different communities shown in RE/PSHE assessments
<b>Community cohesion</b> ii. Equity between groups in school	Monitor and analyse pupil achievement by race, gender, disability and PPM and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender , disability and PPM	Headteacher / Governing body	Termly at PPMs Report termly to FGB through HT report	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups

**Appendix A Further actions we will take to meet our general duties****ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION****The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment; as needed
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);

**PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS****The school will:**

- Help children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action through the British Values

**ELIMINATING DISCRIMINATION AND HARASSMENT****The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability and FSM, and use this to inform strategies to raise achievement;

## Appendix B Accessibility Plan 2016-2020

<b>Improving access to the Curriculum, Physical Environment, Written Information.</b>					
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Time Frame/Person Resp</b>	<b>Outcomes</b>	<b>Monitoring/Evaluation</b>
<b>Curriculum:-</b> A. Ensure that all pupils are differentiated for appropriately. in planning and teaching of core & Foundation Subjects.	Subject leaders to monitor planning and carry out work scrutiny	Time	On –going as part of the schools’ monitoring process/ DHT/Ass lead Subject leads	Staff will be differentiating for the range of pupils in the school to allow access to the curriculum.	Classroom observations Subject Manager’s monitoring. PP meetings.
<b>Physical &amp; Emotional Environment:-</b> All staff to promote the 5Rs (learning skills) and core values whenever possible	Staff to model the core values Assemblies linked to the Core Values Transferable learning skills taught intentionally	Staff meeting CPD	SLT	The promotion of the Core values and 5Rs is embedded in all staff practice	Planning Assembly themes Lesson observations
<b>Physical Environment</b> An ‘Accessibility’ audit carried out in 2008 and 2011 has highlighted some areas for development for specific users. This is not currently applicable.	Governing body to review annually and approve changes should the need arise  See attached appendix C	See attached appendix C	See attached appendix C	See attached appendix C	See attached appendix C

## ACTION PLAN FOR DISABILITY EQUALITY SCHEME 2016 – Appendix C

<b>Improving access to the curriculum.</b>						
	Targets	Strategies	Success Criteria	Time frame	Goals Achieved	Monitoring Evaluation and Recording
Short Term	To continue to make the curriculum and extra curricular activities accessible to all pupils.	provision mapping to be fully inclusive of the needs of individual pupils.	Updated provision mapping system.	Spring and Summer 2016.	Provision mapping that meets the needs of all pupils.	
		To develop staff awareness of disabilities in its broader sense.	Wider range of teaching styles eg. Differentiation. Quality first teaching.	Summer 2016.	Staff are fully aware of all kinds of disability and how to meet the needs of individuals through their teaching.	
Medium Term	To continue to implement improvements and adaptations to the extra curricula activities and Increase access to resources/premises.	To further develop inclusivity into all planning	Revisions made, as appropriate.	Ongoing as per SIP.	A curriculum that is fully inclusive for all students.	
		To audit current uptake of extra curricula activities to ensure full access to all. Increase PE resources To meet needs of all pupils	Opportunities available to students with disabilities.	Summer 2016	All extra curricula activities accessed by a wide range of pupils including those with disabilities.	
Term	To review short and medium targets in light of new opportunities and legislation.	To continue to update and review the SEN and Inclusion policy	Ongoing revised policies.	Annual updates..	More students gain Long access to the curriculum.	
		To ensure all new developments comply with	Allow greater access for all students.	Ongoing.	All pupils gain access to our school and curriculum.	

		DDA.  To continue to ensure the most appropriate use of accommodation.  To continue to evaluate the number/role of LSA's to support student with disabilities.	Full access for all.  Ongoing remodelling of the staffing structure as appropriate.	Ongoing.  Ongoing	Full access for all pupils to our school.  More students gain access to the curriculum through most appropriate support.	
<b>Physical improvements to the environment.</b>						
Short/Medium and Long Term	To continue to ensure all future projects and alterations are fully accessible to all pupils.  To examine whether there is the need to modify the existing building for greater access.  Future decoration of building to cater for those with visual impairment.	To discuss all plans with local authority and/or property consultant with reference to design and health and safety requirements.  To take advice from property consultant with reference to modifications and costings.  To take appropriate advice with reference to guidelines.	Building compliant with Disability Discrimination Act.  To consider suggested modification via governing body premises focused FGB.  Improved classroom decoration.	Ongoing.  Ongoing.  Ongoing.	All development projects allow full access to pupils with as wide a range of disabilities as possible.  Greater accessibility and comfort for students with disabilities.	

<b>Improving provision of information.</b>						
Short and Medium Term	To continue to develop communication with disabled students/users.  To liaise with external agencies with reference to different formats of information for parents/users.	To ensure the school website is clear, simple and easy to use.  To ensure parents/users have wider access to information.	Increased numbers of visits to website.  Increased variety of information available.	Ongoing.  Ongoing.	Delivery of information to disabled students/users.  Delivery of information to disabled parents/users improved.	
Long Term	To review progress made in short term and long term targets.	To plan for the next cycle of the Disability Equality Scheme.	Wider understanding of issues involved.	Ongoing.	Improved delivery of information to disabled students/parents/users.	