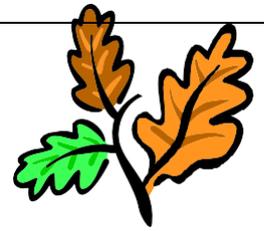


PIXmore



Junior School

<u>Name of policy:</u>	Equality Policy
HCC model policy reference no (if applicable)	
<u>Approved by:</u>	
On behalf of School Improvement/Resources Committee:	Tina Dickens
Date:	September 2018
On behalf of Governing Body:	Tina Dickens
Date:	October 2018
<u>Date of next review:</u>	Autumn Term 2019

Pixmore Junior School Equality Policy

Promoting equality within school:

At Pixmore Junior School we recognise that all individuals have fundamental human rights and therefore we adopt a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

Included in this is our specific duty, emphasised by our government, to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the principles set out below within school.

This policy should be read in conjunction with the following policies:

- Admissions Policy
- Child Protection Policy
- Selection and Retention of Staff Policy
- SEND Policy
- Teaching and Learning Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Medical Needs Policy

Legal framework

1. Pixmore Junior School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:
 1. Age
 2. Sex
 3. Race
 4. Marriage and Civil Partnerships
 5. Pregnancy and Maternity
 6. Gender reassignment
 7. Disability
 8. Sexual Orientation
 9. Religion or belief.

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people and is relevant to many of our pupils.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (e.g. autism, Asperger's syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Principle 2: We recognise and respect difference.

Pixmore Junior School is set within a predominantly white British garden city community. The school sits within a pocket of deprivation following a change in its population characteristics resulting from the closure of two local schools, which is reflective of the school's situation. Our current attainment and progress profile using the latest CENSUS information demonstrates higher than national pupils receiving a Free School Meal (FSM), and rising numbers of pupils from other ethnic backgrounds and pupils whose first language is not or English (EAL). However, we have higher than national pupils identified as Special Educational Needs (SEN). The number of pupils with disabilities and medical needs is average. Socio economic deprivation indices show by comparison above national, but a narrowing of the gap, between school and national data.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- economic or social disadvantage.

Discrimination Disabled People Face:

Disabled people may be discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

Current arrangements to promote inclusive practice:

- Disabled parking and access to buildings
- Disabled toilet
- Ramps
- Differentiated work
- PSHCE materials and circle time – focus on protective behaviours, individual and class use of ‘network hands’ to encourage children to seek help when needed and to emphasise that they will be heard no matter how minor they believe their concern to be.
- School council to promote and encourage pupil voice. The school council team are encouraged to be pro-active and take ownership of the council with adult support.
- Parent forum to promote and encourage active parent participation
- Annual questionnaire to pupils and parents and carers
- Audit of all school users regarding disability, including recent wheelchair access audit
- Behaviour support team for children identified as needing specific support to enable their access and inclusion.
- Morning, Breakfast and Brunch clubs
- Personalised timetables
- On-going programme of professional development available to all staff
- Involvement of external professionals to support the development of inclusive practice and pupil inclusion
- Classroom observation and feedback with a focus on inclusive practice every term by the head teacher, senior leaders and school governors

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural, social and religious backgrounds
- girls and boys, women and men.

Principle 6: We aim to consult and involve widely

We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We aim to consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural, social and religious backgrounds
- both women and men, and girls and boys
- people in heterosexual and same sex relationships

We use a range of ways to collect information, including questionnaires, parent forum, parent/teacher consultations, information on pupil voice via structured conversations with teachers/SENCo and Governors, and school council consultation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, social and religious backgrounds

- both women and men, girls and boys
- people in heterosexual and same sex relationships

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. Our evidence is based on the collection of data from observation, discussions with pupils and parents/carers and questionnaires. Data collected is shared between staff, governors, pupils and parents and informs our practices and policies.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). See Appendix 1.

The objectives which we identify take into account national and local priorities and issues, as appropriate. It also takes account of our unique context and is responsive to issues relevant to our school population.

We keep our equality objectives under review and report annually on progress towards achieving them with reference to our Equality Action Plan.

The curriculum

5. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science, RE, Art and English);
- Develop an understanding of global citizenship and the promotion of British values (see Appendix 1);
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance

- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

9. The **governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

10. The Chair of the **governing body, Mrs. Tina Dickens**, has a watching brief regarding the implementation of this policy. The **governors responsible for SEND, Mrs. Kath West and Mrs Caroline Nicholson**, liaise regularly with the SENCo to ensure that our statutory duties are complied with and to monitor work towards this duty

11. The **head teacher, Mrs. Alex Evans**, is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

12. The leadership team, comprising the head teacher Mrs. Evans, the deputy head teacher Mrs. Sarah Inman, the SENCo, Mrs. Susan Willans and Mrs. Rachel Ratibb and Miss Pocock are responsible for:

- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these in detail to the Head teacher
- monitoring the progress of minority group children, including those on free school meals and from less economically affluent families
- monitoring the inclusion of children with SEN and disabilities
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

13. **All staff** are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

14. **Visitors and Contractors** are expected to be aware of, and comply with, the school's equality policy

Information and resources

15. We ensure that the content of this policy is known to all staff and members of the governors and, as appropriate, to all pupils and their parents and carers.

16. All staff, members of the governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to free school meals, disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

22. The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

23. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

24. As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

25. Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

26. The policy will be checked and updated annually and reviewed every three years as routine, more often should legislation or circumstances require it.

Policy date: 09/18

Review date: 09/19

APPENDIX 1

Promoting British Values at Pixmore

The DfE have recently reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Pixmore these values are reinforced regularly and in the following ways:

Democracy:

Democracy is embedded within school life in a variety of ways. Pupils are given the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections for House Captains and School Councillors each term are based solely on pupil votes. Our school behaviour policy involves rewards which the pupils vote on as a class group and then take forward through the school council. Parents and carers are also involved in democratic decision-making through attendance at the Parent Forum which runs every half term and focusses on whole school themes. Results of these discussions are fed back to staff and governors and help to inform all aspects of school life. The school Behaviour for Learning Policy emphasises the role children play in managing their behaviour as this affects their learning and the learning of others. We use the United Nations Charter on the Rights of the Child as a model for explaining the principles of rights and responsibilities as being part of the democratic process.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when managing behaviour and through school assemblies. Pupils are taught the value and reasons behind laws; that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as ‘Respect’, based on the United Nations Convention on the Rights of the Child (1989), and pupils have been part of discussions and assemblies related to what this means and how it is shown. Displays around the school promote respect for others and this is reiterated through our classroom and behaviour for learning rules, as well as through our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving

prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different cultures, faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.