

Primrose Hill Primary School



Equality Policy & Procedures

January 2022

Review Summer 2023

Introduction

Primrose Hill is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are equally valued.

The Equality Act 2010 provides a framework to support our long-standing commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We continue to actively tackle issues of disadvantage and underachievement of different groups.

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.

Our approach to equality is based on the following 7 key principles

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages, which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities who may be different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the School and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and

procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole School.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as ‘protected characteristics’). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” which may pertain to families and carers and to our wider school community.

The Equality Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty.

The **Public Sector Equality Duty** or general duty requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The two “**specific duties**” require all public organisations, including schools, to:

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how Primrose Hill School is meeting these statutory duties and is in line with national guidance. It includes information about how the School is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Development of the policy

This policy takes account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards and ensuring a broad and balanced curriculum for all. OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Improvement Plan, Self- Evaluation Form, the school prospectus and school website.

There are also references in the Behaviour, Admissions and SEND policies, as well as minutes of meetings involving governors, the whole staff, the senior leadership team and the school council. Our recruitment literature also evidences our compliance with the Equality Act in our role as employers.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment Duty for disabled pupils – designed to enhance access and participation of all pupils and to stop disabled children being placed at a disadvantage compared to their non-disabled peers (see Medical Policy and Accessibility Plan).
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the School.
- We actively promote equality and diversity through the curriculum and by creating an environment and ethos that champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The School Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of

different groups and we take action promptly to address concerns.

Addressing prejudice and prejudice-based bullying

The School challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. Details of how we do this can be found in our Behaviour Policy. The Governing Board annually monitors the incidence of such prejudice-based bullying or language, and checks that it has been responded to effectively.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our School population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We collect, analyse and make data available upon request on:
 - The school population by gender, ethnicity, disadvantage (FSM) and proficiency in English (EAL);
 - the percentage of pupils identified as having a special educational need and/or disability and by their principal need or disability;
 - by year group – in terms of ethnicity, gender and proficiency in English;
 - inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English;
- We have an internal annual analysis of standards reached by different groups at the end of each year relevant to the school population. These may include:
 - White British Free School Meals and non-FSM
 - Bangladeshi
 - Black African
 - Congolese
 - Somali
 - Black Caribbean
 - Free School Meals
 - English as an Additional Language (EAL)

- All SEND classification
 - Education Health and Care Plan (EHCP)
 - Looked after Children
 - Refugees
- We publish an account of how the Pupil Premium is spent to improve the learning of those known to be eligible for Free School Meals (FSM) and those recently eligible ('Ever-6'), and act to close the attainment gap between them and their more affluent peers.
 - We also collect, analyse and use data in relation to attendance and exclusions of different groups.
 - We are aware that the legislation relates mainly to current but also to future pupils – we will, for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our School.
 - We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
 - We use a range of teaching strategies that ensures we meet the needs of all pupils.
 - We provide support to pupils at risk of underachieving and to their parents and carers.
 - We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
 - In addition to avoiding or minimising possible negative impacts through our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
 - disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
 - We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and Citizenship and across the curriculum, including through British Values, Rights & Responsibilities.
- We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and establish shared values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history that promote positive images of those represented.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity throughout the School's curriculum and policies, and specifically in displays, assemblies, visitors and whole school events e.g. Black History Month, Refugee Week

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, and/or focus meetings or governors' parent-consultation meetings;
- secure and analyse responses from staff surveys, staff meetings and training events where appropriate;
- review feedback and responses from the children and groups of children, specifically through the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans / Personalised Provision Maps, mentoring and support;

- Ensure that we secure responses and feedback at Governing Board meetings and from the Governing Board's Committees.

Publishing Equality Objectives

The objectives we identify represent our School's priorities and are the outcome of a careful review of and analysis of data and other evidence, including equalities analysis, and align with the priorities set in our annual School Improvement Plan (SIP).

In 2021-22, they are as follows:

1. Improving attendance in respect of disadvantaged children and other vulnerable groups
2. Closing achievement and attainment gaps across the spectrum by means of the post-COVID Recovery Curriculum (noting that the narrowing of Key Stage 2 gaps in 2020 – between non-disadvantaged and disadvantaged pupils, and between boys and girls – was due to a dip in results for non-disadvantaged pupils and for girls across reading, writing and mathematics, rather than due to an increase in results for groups with a history of lower attainment)
3. Increasing representation and cultural awareness in the curriculum, especially in relation to racial justice and the SRE curriculum relating to gender and sexual orientation.
4. Improve curriculum access through supporting teachers in planning and differentiating for all levels of ability when developing and implementing all Subject Progression Maps (i.e. working on priorities 1, 2, 3 of the SIP 2021-22 in line with the Accessibility Plan)

Monitoring and reviewing objectives

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives as part of our School Improvement Plan evaluation, for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and to meeting the requirements of the Equality Act.

Governing Board

The Governing Board is responsible for ensuring that the School complies with legislation, and that this policy and its related procedures and action plans are implemented. The Curriculum and Pupil Welfare Committee of the Governing Board has a watching brief regarding the implementation of this policy.

Every Governing Board Committee keeps aspects of the School's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's equalities work, taking account of both quantitative and qualitative evidence.

Head Teacher and Senior Leadership Team

The Head Teacher 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.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the School's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- Keep up to date with equalities legislation relevant to their work.

We will provide training and guidance on Equality Duties for all staff new to the School as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the School, including parents and carers are expected to support our commitment to equalities and comply with this policy.

Staff and governors responsible for equalities

- Head Teacher
- Assistant Head Teacher responsible for Children in Need and those with a Child Protection plan / LAC / Prevent
- Pastoral and SEMH Lead
- Assistant Head & Inclusion Manager
- Chair of Governing Body Curriculum and Pupil Welfare Committee

Equal opportunities for staff

- This section deals with aspects of equal opportunities relating to 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.
- We are also concerned to ensure wherever possible that the staffing of the School reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and that we actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy, along with the Equality Objectives and data is available:

- on the school website;

- as paper copies from the school office;
- as part of induction for new staff.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

Check list for school staff and Governors

- The School collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training where appropriate.
- This information is used to inform school policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The School publishes information to demonstrate purposeful action on the general duties.
- The School analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The School ensures that all staff understand and implement the key requirements of the Equality Policy.
- The School ensures that visitors understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The School monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is as accessible as possible to pupils, staff and visitors to the School – including the acoustic environment.
- Open evenings and other events, which parents, carers and the community attend, are held in an accessible part of the School or an accessible external venue and that issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and

sending out of information.

- The Governing Board strives to increase representation of the community it serves. Procedures for the election of parent governors are open to all parents, candidates and voters who are disabled.