

# Gwladys Street Community Primary and Nursery School



## Equality and Diversity Policy

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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# Statement of intent

Gwladys Street Community Primary and Nursery School is a caring school that aims to provide a high quality education to all our pupils within a secure environment. We hope that they will leave us with confidence and positive memories and of their time at Gwladys Street.

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

## 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 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 Gwladys Street Community Primary and Nursery 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 Gwladys Street Community Primary and Nursery 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 Gwladys Street Community Primary and Nursery School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**Alongside our main aims we also plan to:**

- Provide education in line with national legislation and local authority guidelines
- Plan and deliver a broad and balanced curriculum to enable all our pupils to develop their social, intellectual and physical potential.
- Provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential.
- Provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

**Signed by**

**Headteacher Date:**

**Chair of Governors Date:**

**Next review date:**

## **1. The legal framework**

The Equality and Diversity Policy of Gwladys Street Community Primary and Nursery School has been developed in line with the following legal framework:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs (Information) Regulations 1999.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Specific Duties Regulations 2011.

## **2. Roles and responsibilities**

### **2.1. The Governing Body will:**

2.1.1. Ensure that the school complies with the appropriate equality legislation and regulations.

2.1.2. Meet its obligations under the Public Sector Equality Duty to publish equality objectives.

2.1.3. Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.

2.1.4. Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.

2.1.5. Ensure that the school's Admissions Policy does not discriminate in any way.

2.1.6. Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.

2.1.7. Proactively recruit high-quality applicants from under-represented groups.

2.1.8. Provide information in appropriate and accessible formats.

2.1.9. Ensure that the necessary disciplinary measures are in place to enforce this Policy.

### **2.2. The Headteacher will:**

2.2.1. Implement the Policy and its procedures.

2.2.2. Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.

- 2.2.3. Ensure that all parents, visitors and contractors are aware of and are in compliance with the provisions of this Policy.
- 2.2.4. Actively challenge and take appropriate action in any case of discriminatory practice.
- 2.2.5. Address any reported incidents of harassment or bullying in line with DfE guidance.
- 2.2.6. Produce an annual report on the progress of implementing the provisions of this Policy.

### **2.3. Employees will:**

- 2.3.1. Be mindful of any incidence of harassment or bullying in the school.
- 2.3.2. Address any minor issues of harassment or bullying in the school and report any major breaches of the Policy to the Headteacher.
- 2.3.3. Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- 2.3.4. Promote equality and good relations, and not harass or discriminate in any way.
- 2.3.5. Monitor students' progress and academic needs to ensure the appropriate support is in place.
- 2.3.6. Keep up-to-date with equality legislation and its application by attending the appropriate training.

### **2.4. Students will:**

- 2.4.1. Not discriminate or harass any other pupil or staff member.
- 2.4.2. Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- 2.4.3. Report any incidences of bullying or harassment, whether to themselves or to others, to their teachers or to another member of the school staff.
- 2.4.4. Abide by all the school's equality and diversity policies, procedures and codes.

## **3. Monitoring and evaluation**

- 3.1. This Policy will be monitored and evaluated on an annual basis by the Headteacher and the Governing Body in the following ways:
  - 3.1.1. Individual attainment data will be used to measure the effectiveness of this Policy on student achievement.

- 3.1.2. Equal opportunities recruitment data.
- 3.1.3. Equality impact assessments.
- 3.1.4. Ofsted inspection judgements on equality and diversity.
- 3.1.5. Incident records related to harassment and bullying.

#### **4. Dissemination**

- 4.1. We will take steps to communicate this Policy to the Governing Body, Headteacher and, as appropriate, students and parents, in an accessible format and on the schools website.
- 4.2. Annual equality objectives and outcomes will also be made available on the schools website.

#### **5. Enforcement**

- 5.1. Staff members and students who do not comply with the provisions of this Policy may be subject to the school's disciplinary procedures.

#### **6. Appeals**

- 6.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance using the school's grievance procedure.

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

Agreed by Governors

To be Reviewed

Signed \_\_\_\_\_ Date

# Gwladys Street Community Primary and Nursery School

## Equality Plan

- Mainstreaming equality into policy and practice
- Equal Opportunities for Staff
- Equality and the law

a. Race

b. Disability

c. Gender

d. Sexual orientation

- Consultation
- Roles and Responsibilities
- Tackling discrimination
- Review of progress and impact
- Publishing the plan

### *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.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Gwladys Street Community Primary and Nursery 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.

## **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 (2010).

The action plan at the end of this Equality Plan outlines the actions Gwladys Street Community Primary and Nursery School will take to meet the general duties detailed below.

### **a. 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.

## **b. 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 2010 (DDA) defines a disabled person as having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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) 2010 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

### **c. 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.

### **d. 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.

### **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 parents 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.

### **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 she 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.

**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 / Learning Mentors/Assistant Heads/ Deputy and Headteacher where necessary. All incidents are reported to the headteacher and racist and homophobic 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:

#### **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 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.

### **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:

## **Reporting an incident**

- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family
- Response to perpetrator and family
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly
- Incident form to be completed and filed.
- Complete racist form/anti bullying/behaviour incident form
- Incidents to be reported to Governing body.

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.

Question about parent awareness of Equality Scheme in parent survey

Headteacher / designated Governor

March 2018

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 data analysed by race, gender and disability. School data to be analysed for significant groups

Headteacher / Governing body

Termly at PPMs

Report termly to Governing Body through HT report

Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups

## **All**

Ensure that displays in classrooms, halls 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. PHSE displays are evident in each hall, created by the children as part of ongoing 'Jigsaw' work

Increase in pupil understanding, awareness and positive identity

- monitor through PSHE/SMSC

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 Governing Body

Teaching staff are aware of and respond to racist incidents

### **Equality Strand Action**

How will the impact of the action be monitored? Who is responsible for implementing? What are the timeframes?

Early success indicators 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

### **Gender Equality Duty**

SLT analysis of SATs results (Non Stat tests & TAs including EYFS) and 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

## **Disability Equality Duty**

Improve access to School communication with text, letters, Parent App or website (increased font size)

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

Community cohesion

## **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, Floor books, visits and visitors.

PSHE/RE monitoring

Member of staff leading on RE/PSHE

Ongoing

Increased awareness of different communities shown in RE/PSHE assessments

Community cohesion

## **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 Full Governing Body 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;