

Equality Information and Objectives

Kimberworth Primary School



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M.Tapp. Headteacher

Kimberworth Community Primary School have developed this Equality Scheme to help us meet the duties under the Equality Act 2010

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discriminations on the grounds of race, disability and gender. It applies in all aspects of the school community and relates equally to children and adults.

The duty identifies:

- teaching, learning, and the curriculum;
- equality and excellence
- engagement and extended services

as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Policy sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

Introduction

Kimberworth Community Primary School is committed to the promotion and achievement of equality. As a Governing Body, we are required to develop and publish an Equality Scheme and action plan, which is intrinsic to achieving equality on race, disability and gender. This document will be reviewed annually and to publish objectives at least once every four years.

Legal Duties of the Equalities Act 2010

We welcome our duties under the Act to:-

- Eliminate unlawful discrimination, harassment and victimisations for pupils, staff and other members of the school community
- Actively advance equality of opportunity between those who share protected characteristics and those who do not.
- Foster positive relationships between those who share protected characteristics and those who do not.

Protected characteristics under the ACT:-

- Age
- Disability
- Race/ethnicity
- Sex/gender

- Gender re-assignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

In fulfilling our legal obligations, we will:-

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Promote positive attitudes towards all
- Encourage participation in all areas of life for all

Addressing Prejudice Related Incidents

Kimberworth Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice or discrimination may fare less well in the education system than those that do not. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to Governors and the Local Authority using their guidance material. The Local Authority may provide some support.

Monitoring and review

Monitor the impact and success of the policy from different groups, e.g. Special Educational Needs, Looked After Children, Ethnic Minorities, English as Additional Language pupils and Pupil Premium pupils in the following areas:-

- pupil progress and attainment
- learning and teaching
- behaviour, discipline and exclusions
- attendance
- admissions, incidents of prejudice related bullying and all forms of bullying
- parental involvement
- participation in extra – curricular activities
- staff recruitment and retention
- visits and visitors

- Where appropriate, staff and students will be updated on progress and performance against specific targets through school council meetings and staff meetings.
- The school will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate
- The school will collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities, special educational needs, ethnicity and gender.
- Monitor the achievements and attainment of all individuals and groups
- The governors will ensure that there are systems in place which enable all pupils to have equal access to the curriculum and the opportunities for pupils to make progress, and that the governing body does not discriminate against pupils on the grounds of sex, race or disability

Promoting Equality: - Curriculum

- Curriculum planning reflects a commitment to equality of opportunities for all
- The curriculum prepares pupils for life in a diverse society and gives children a range of opportunities to reflect the background and experience of pupils and families in the school.
- The curriculum provides opportunities to explore concepts and issues on identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language where ever it occurs
- Images and materials used positively reflects a range of cultures, identities and lifestyles

Promoting Equality: - Achievement and Attainment.

- High expectations of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation
- Adults in school act as positive role models in their approach to all issues relating to equality of opportunity
- Identify barriers to good progress for particular individuals and groups and to use targeted interventions in order to close gaps in achievement
- Use a range of learning and teaching methods to ensure effective learning at all stages for all pupils
- All pupils are encouraged to take charge of their own learning and apply themselves independently and collaboratively

Promoting Equality: - The ethos and culture of Kimberworth primary School

- Mutual respect towards all
- Culture of openness and tolerance, friendliness and respect that will welcome all into our school
- Reasonable adjustments made to ensure fair access for pupils, staff and visitors with disabilities

- Staff have high expectations of what pupils can do and achieve, provision will be made to cater for the culture, moral and spiritual needs of all pupils through planning of assemblies, curriculum and activities
- Pupils will be encouraged to participate fully in all aspects of school life; pupil's views are actively encouraged and respected. Pupils are given a voice , for example, assertive mentoring meetings, one to one consultations and school council
- Every pupil will have access to a well-balanced and broad curriculum which supports diversity
- Children's work will be thoughtfully presented and monitored to ensure it reflects high expectations and displays in classrooms and learning areas will reflect diversity across all aspects of equality
- Positive role models are used throughout school to ensure that different groups of pupils feel welcome and included
- Rigorous assessment methods will ensure pupils meet and exceed age related expectations
- Parents will be encouraged to take part in school life
- Parents and staff will work together for the benefit of the pupils and the wider community.

Promoting Equality: - Staff Recruitment and Professional Development

Our Staff:-

We comply fully with legislation, which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make reasonable adjustments as are necessary to prevent a disabled person being at a disadvantage in comparison with people who are not disabled

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act, we do not enquire about the health of an applicant until a job offer has been made. We will ensure the safety and well-being of our staff and take seriously any act on incidents of harassment and discrimination recognising that are staff may be either victims or perpetrators

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. We have disabled access, disabled parking, and disabled toilet. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our staff and pupils

- All posts are advertised
- Posts are advertised to reach the widest pool of applicants possible
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination to ensure equality of opportunity
- Equalities policies and practice will be covered in staff induction

- Employment policy and procedures are reviewed regularly to check confidentiality with legislation and the impact of policies are kept under review by governors

Promoting Equality: - Countering and Challenging Harassment and Bullying

- The school has clear , agreed procedures for dealing with prejudice related bullying incidents
- All staff have responsibility for recording any incidents, there is a nominated member of staff responsible for monitoring and reporting of incidents
- The school takes seriously and challenges all types of discriminatory behaviour and this is made clear to staff , pupils, parents and governors
- The school reports to Governors and the Local Authority the number so prejudice related incidents
- The school will not tolerate any form of harassment and bullying of either pupils or of staff

Our agreed definition of bullying is “The wilful conscious desire to hurt or threaten or frighten someone else.” Bullying can take many forms. It can be physical, verbal or psychological intimidation. Bullying in the form of emotional or psychological aggression is less apparent but extremely painful and damaging to victims. Ultimately, it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a supportive and caring ethos.

Promoting Equality: - Partnership with Parents/Carers and the wider community

- Involve parents with school life as a whole and with the learning development of their own children
- Maintain good channels of communication
- Implement inductions to the school for all new entrants to ensure newly arrived pupils and staff are made to feel welcome

The roles and responsibilities within our school community

The Governing Body:-

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Improvement Plan
- Support the headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every 4 years

Headteacher will:-

- ensure that governors, staff, parents/carers, pupils, visitors, contractors are informed about the Equality Policy
- oversee the implementation of the policy
- ensure staff are aware of their responsibilities and receive appropriate training and support to meet the needs of delivering equality, including pupil awareness
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- evaluate the impact of the policy
- ensure that the senior leadership team is kept up to date with any developments affecting the policy or actions arising from it
- ensure fair treatment and access to services and opportunities

The Senior Leadership team will:-

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy

The staff will:-

- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- report and deal with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- ensure they do not discriminate on grounds of ethnicity, culture, disability sexual orientation or other groups vulnerable to discrimination
- keep up to date with equalities legislation
- identify and training requirements

Parents/carers will:-

- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be informed of any incident related to the policy which could directly affect their child

Pupils/students will:-

- act in accordance with the policy
- uphold the commitment made by the school on how pupils, parents/carers and staff can be expected to be treated

Gathering of Information

- The school will gather information on achievement figures to compare groups of pupils to identify any underachievement by specific groups or individuals.
- Differentiation according to child's need across the whole curriculum will be implemented and additional support given, as appropriate.
- Pupil and parent voice during the annual review process and individual education plan discussions will be a valued aspect of the process.
- The attendance of all groups of pupils will be monitored.
- Monitoring will inform the target setting evident in development plans.
- Results from previous consultations with children, parents, staff and the community will be used to identified areas for development

The Equality policy will be reviewed annually and the Equality Objectives (Appendix A) will be reviewed every 4 years

M. Tapp
Headteacher
March 2018

Signed _____ Headteacher

Signed _____ Chair of Governors

Equality Objectives 2019

Kimberworth Primary School

Link to Public Sector Equality Duty	Protected Characteristics	Aim	Objective	Target group (s) e.g whole school, girls, boys, SEN, staff etc	Action	Who's responsible	Progress Outcomes
All aims of duty	All protected characteristics	To update staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Staff training Curriculum	Senior leadership team Governors	
All aims of duty	All protected characteristics	To continue to ensure all pupil groups reach their full potential	To continue to ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups Gender Special Needs Free School Meals Pupil premium Ethnic minorities	Staff to be fully aware of the different groups in their class. Monitor attainment and achievements of all pupil groups	Senior leadership team Governors	
Eliminate unlawful discrimination , harassment and victimisation	All	Continue to ensure that policy and practise relating to the recruitment,	Improved data collection and analysis on staffing issues	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and	Senior Leadership Team	

APPENDIX A

Equality of opportunity		retention and training is inclusive of the diverse needs of applicants and staff			staffing and ensure alignment with local authority guidance		
Eliminate unlawful discrimination , harassment and victimisation Fostering good relations	All	To continue to ensure that pupils are accepted for who they are and that any discrimination is challenged. Appreciate and value the differences in others	Continue to challenge stereotypes, gender, ethnic background, culture, religion. Build on pupil awareness so that pupils can detect bias and challenge discrimination	Whole school	PSHE curriculum Inclusion work British Values Assemblies	Senior leadership team Inclusion team Senco Inclusion and SEN governor Teachers Teaching assistants	
Advance equality of opportunity	All	To increase social and emotional skills for pupils with behavioural, emotional and social difficulties	Improved ability by pupils to handle difficult situations	Pupils with behavioural, emotional and social difficulties	Thrive Lego therapy Small group work sessions to support targeted pupils in developing social and emotional skills	Inclusion team	
Advance equality of opportunity	Other	To continue to improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group	Senior leadership team	
Advance equality of	Other	To continue to improve the	Improved attainment	Children for whom English is	Collate and analyse data relating to	Senior leadership team	

APPENDIX A

opportunity		attainment of pupils for whom English is an additional language		an additional language	attainment by target group		
Advance equality of opportunity	Boys	To continue to improve the attainment of underachieving pupils	Improved attainment	Boys	Collate and analyse data relating to attainment by target group	Senior leadership team	
Fostering good relations	All	To promote good relations between people from different backgrounds	Continue to foster understanding of our community and the diversity within it Increased positive attitudes towards people with disabilities		PSHE curriculum	Senior leadership team PSHE coordinators	