



Kenilworth Primary School

Equality Policy

Ratified by Governors: November 2019

Review Date: November 2020

'Striving for excellence through enjoyment and challenge'

INTRODUCTION

Kenilworth Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities

The Equality Policy for Kenilworth Primary School has been written in line with the Equality Act 2010 and includes all the protected characteristics described as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

With an ever changing demographic picture, at Kenilworth we are committed to ensuring that we take into account socioeconomic factors as well. We monitor the progress of all our potentially vulnerable groups, paying particular attention to our children whose families are less 'well-of' and/or are in receipt of pupil premium funding

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies.

Legal Framework

At Kenilworth Primary School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

AIMS

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

The policy brings together other policies and schemes and communicates:

- Our statement about the principles according to which we review the impact on equalities of our policies and practices
- How we fulfil the specific duties to publish Information and evidence
- How we decide on specific and measurable objectives.

GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by the following principles:

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 have a disability
- 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.

2. We recognise and respect difference.

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 and celebrated
- 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.

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

We intend that all 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.

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:

- whatever their age
- 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

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 and religious backgrounds
- girls and boys, women and men
- people with different sexual identity

Equalities Duty:

We recognise that historically there can be gender differences in attainment. As a result of this we monitor girl's maths and provide interventions to close any gaps.

We also monitor boys writing and strive to find ways to motivate them to write. We provide interventions where needed to help them to improve.

6. We consult and involve the wider community

This policy has been written based on a model policy (Instead Consultancy) that has taken into account the views of 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. It has involved the view of:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- people with different sexual identity

We use pupil voice and house assemblies to ascertain pupil views as well as learning mentor time for vulnerable children. Parents' views are welcomed and we have regular parent forums and questionnaires.

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 and religious backgrounds
- both women and men, and both girls and boys
- people with different sexual identity

8. We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which show our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, (see appendix) and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation, where we analyse data relating to our specific vulnerable groups and respond to their needs accordingly with targeted interventions.

9. Measurable objectives

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the School Development Plan, in order to further support pupils, raise standard and ensure inclusive teaching.

We keep our equality objectives under review and report annually on progress towards achieving them.

We have set the following objectives:-

Objective 1: Promote understanding and respect for differences.

Why we have chosen this objective: While reviewing our curriculum we felt that a lot of the children in our school need to be more aware of life beyond Borehamwood.

To achieve this objective we plan to: Hold whole school/community events (e.g. World Religion Day, International Day, Empathy Day, Comic Relief etc). Review people studied within the curriculum to ensure children have access to a wide range of role models. Review book stock within the school to ensure children are seeing themselves in books. Participate in Words in the Wood project linked to the book Wonder.

Progress we are making towards this objective:

February 21:

February 22:

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Why we have chosen this objective: There is currently an attainment gap for our PPG, SEN and FSM children. There is also an attainment gap for our White British children.

To achieve this objective we plan to:

Progress we are making towards this objective:

February 21:

February 22:

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective: Historically we have struggled getting parents engaged with school, which is a barrier to success. Parents are key in supporting the celebration of difference for their children.

To achieve this objective we plan to: Adapt workshops to encourage more parents to participate (e.g. books at bedtime event, adapted meet the teacher meetings) Develop school webinars to demonstrate skills to parents without them feeling embarrassed to come into school. Hold learning fairs to give parents more opportunities to see their children's work.

Progress we are making towards this objective:

February 21:

February 22:

THE CURRICULUM

We keep each curriculum subject or area under review In order to ensure that teaching and learning reflect the guiding principles of equality and that all children

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have access to it. We have a values based curriculum, with key values running through our curriculum as golden threads. These key values are empathy, self belief, moral courage, celebration of difference, resilience and respect. These threads are seen throughout our PSHE curriculum, behaviour policy, school rules, assemblies and throughout the school day.

ETHOS AND ORGANISATION

We ensure the guiding principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupil 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
- working in partnership with parents, carers and guardians
- working with the wider community

ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal and ethical duties these include:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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

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.

A member of the governing body has a watching brief regarding the Implementation of this policy.

The Headteacher 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.

The Deputy Headteacher has day-to-day responsibility for co-ordinating implementation of the policy.

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 lessons that reflect the guiding principles of this policy.
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. It will be published on the school website

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

RELIGIOUS OBSERVANCE

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

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

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Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

MONITORING AND REVIEW

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

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status, gender entitlement to free school meals and whether or not the child is looked after by the authority.

BACKGROUND AND ACKNOWLEDGEMENTS

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
3. The list of Guiding Principles is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in April 2012.
4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information and evidence and to formulate and publish specific and measurable objectives.

APPENDIX

Key legislation

Equality Act 2010

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Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

Disability:

- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty and has been incorporated into the SEN and Inclusion Policies. Kenilworth is committed to (where necessary):

- Increasing access for disabled children and young people to the school curriculum

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- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

Auxiliary aids and services

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.