

Grovelands C P School



Equality Policy

September
2021

Grovelands Community Primary School

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Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Grovelands Community Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing 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 outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

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.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

The make-up of our school population:

- We are a larger than average primary school from a mixed catchment area - currently there are 685 pupils on roll (September 2021)
- 24.24% of our school population is eligible for Free School Meals. (Internal data September 2021)
- 16.03% of our school population have a SEND need (exc. EHCP statements & new intake SEND data) higher than national September 2021

- 2.4% of our school population have a statement or EHCP - higher than national September 2021
- The school's social deprivation indicator is in line with national average at 0.17. (ASP 2019)
- The percentage of pupils with EAL is 3.17% (internal data September 2021)
- Actual attendance in 2020-2021 was 94.73%
- Persistent absences are 15.53% - increase on previous data due to second national lockdown and parents opting to keep children at home when the expectation was for them to attend school. There is no published attendance data for 2019-20 or 2020-2021 due to school closure.
- We have a stable school community with very low mobility of pupils in most year groups.
- The school expanded its nursery provision in Sept 2018 to take 48 children including 8 two year olds.
- The school opened a high needs facility for pupils with ASC in Sept 2019.
- Internal data July 2021 has shown progress and attainment for vulnerable pupils is below their non-vulnerable peers and they potentially suffered a more detrimental impact from the time they had to learn remotely. While laptops were distributed to vulnerable groups, our monitoring of the remote learning completed shows a good proportion of these children did not consistently access the online learning.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes¹.

The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality

Grovelands Community Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination

¹ <http://www.unicef.org/crc/>

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.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all². We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child³ as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and 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.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- test arrangements
- behaviour management (informed by Therapeutic Thinking approaches) and sanctions
- exclusion procedures
- school clubs, activities and school trips

² See *Appendix A* for further information about legislation

³ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our governing body will:

- 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

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this 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 as detailed in the SIP

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this Policy has involved our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

Our pupils/students completed a pupil voice questionnaire on Google Classroom following discussions in class and with access to school computers/internet. They were also given the choice to complete it at home if they preferred.

Staff were asked to complete a questionnaire or to give their views to the headteacher

Our school governors were consulted about their views at a Governing Body meeting.

Parents and carers were informed of the work through ParentMail and asked to complete a questionnaire or to meet with the headteacher.

Ongoing:

Equalities will remain an issue for discussion annually at Governing Body meetings or by items raised by other members of our school community. It may be raised at any time by any stakeholder during such meetings as school council, staff meetings, MDSA meetings, TA meetings, PTA meetings and parent consultations. The policy will be reviewed annually and a report made to the governing body on the progress of the Equalities action plan.

How we developed our Policy - Using information

The outcomes of our pupil voice told us:

- 53 children from Y1-6 responded
- 91% of children said boys and girls have equal opportunities at Grovelands
- 93% of pupils said they felt welcome at Grovelands
- 81% said their needs are met at school
- 13% said they did feel disadvantaged at school – with 21% remaining neutral
- 98% said they have not been treated unkindly because of their skin colour, ethnicity or beliefs
- 10 of the children responding DID consider themselves to have a disability
- 91% of children said the school supports children with disabilities to succeed
- 13% of children felt they have been laughed at, or been unkind to someone different from them
- 96% of pupils said they have never laughed at or been unkind to someone whose family was different from theirs, or whose parents are not married
- 20% more girls responded than boys

The outcomes of our parent/carer voice told us:

- 106 responses
- 87% said Grovelands gives all children equal opportunities
- 82% said Grovelands gives boys and girls equal opportunities – but 10 parents said they strongly disagreed with this.
- 85% said Grovelands is inclusive of children and adults with disability
- 90% feel Grovelands celebrates diversity
- 23% were not sure if we prepare children for life in modern Britain by promoting British Values
- 86% said the school covers a wide range of religions and beliefs
- 16% said they did not know if Grovelands promotes positive multicultural images in e.g. assemblies
- 31% said they did not know if Grovelands challenges stereotypes
- 26% said they did not know if Grovelands challenges racism
- 34% said they did not know if Grovelands challenges homophobia, biphobia and transphobia
- 92% said they do support the ethos of the school

The outcomes of our staff voice told us:

- 33 responses
- 91% of staff said people from different backgrounds are treated with respect
- 94% said they think children feel safe and included at Grovelands
- 79% feel able to be open about every aspect of their identity
- 96% feel confident to support children to challenge issues of equality and inclusion?
- 88% feel confident to support a pupil or colleague who came out as gay, lesbian, bisexual or transgender
- 30% indicated they have not consistently incorporated a range of learning styles in planning

- 56% feel they have not consistently reflected the diversity of modern Britain in planning
- 88% said the language in their learning materials is non-racist/sexist/discriminatory
- 79% said their learning environment is ACCESSIBLE by all pupils
- The majority of staff think Grovelands positively promotes each of the protected characteristics from the Equality Act 2010
- The majority of staff think the curriculum equally represents multiculturalism, gender, race, religion and beliefs
- 100% of staff said the school policies and procedures are not discriminatory

How we know our school

We know our school well because we regularly collect information about ourselves in a variety of ways through pupil/parent and staff voice in questionnaire format or in meetings with our stakeholders.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

We collect a range of data to help us analyse the attainment of our vulnerable and marginalised groups. This includes:

- Internal pupil progress and attainment data.
- Local Authority data
- National data when available.
- Pupil Progress meetings to highlight pupils making less than expected progress or below age related expectations, so they are focused on for appropriate support in class or booster/tuition support outside of usual lessons.
- Attendance data
- Exclusion data
- Our internal data on MyConcern shows we do not have a significant number of bullying or racist incidents. The data shows that where it does happen it is verbal with inappropriate and disrespectful names being called.

Our most recent Ofsted February 2020 said:

Pupils feel safe in school. They say that bullying does not happen often and that staff deal with it well when it does. Pupils behave well. Classrooms are full of eager pupils, trying their best.

We ensure our children are equipped for life in modern Britain through raising the profile of our British Values through termly assemblies and making links within our curriculum e.g. the exploration of the history of Ancient Greek democracy and comparison with our modern British democracy in the 21st century, and the culture and faith of people in different communities through R.E. and cross-curricular topic work.

We also ensure our staff have the knowledge and understanding necessary to effectively prepare children for life in modern Britain through our school ethos and values, together with appropriate professional development i.e. Stonewall training and our revised RSHE Policy and Educator Solutions RSHE curriculum taught from Reception to Y6.

We provide a range of learning experiences to enrich learning for all of our children e.g. we have a school visit or visitor to school linked to a topic or particular subject termly in each year group.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Purchasing

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Further information about procurement can be found on Czone

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial 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 (such as dress codes) 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 made⁴ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

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.

Our staff team have been trained using this policy to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

⁴ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

We will record all hate incidents and prejudice based bullying on MyConcern and follow our Behaviour Policy when responding to this type of incident. Parents/carers are informed of any such incident, together with details of our response. We also use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, monitoring and reviewing

This policy was published in September 2021. It will be actively promoted and disseminated.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data. We will analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

The Equalities Policy and plan is available on the school website and parents/carers will be informed via ParentMail.

Equality Objectives

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

Section 3

EQUALITY OBJECTIVES: 2021 - 2024

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
Fostering good relations	Religion & Race	To promote understanding of different cultures and faiths (including no faith)	To develop pupils understanding of cultures across the world	All pupils	RE days – festivals Develop a link with a school set in a different context than Grovelands e.g. Brighton or London Develop a link a school in another country – in Africa (linked to our curriculum)	RE leader/Head of School	September 2021 - July 2024	Links with and urban school will be established Links with an African school will be established
Fostering good relations	Religion & Race	To raise parental awareness and understanding of British Values and the work we do with children to promote these in assemblies and the curriculum	Ensure parents are aware of our multicultural education and the work we do to combat racism & stereotypes	Parents/carers	Raise awareness by sharing in newsletters what the focus of British Values assemblies are Promote a positive image of multiculturalism via our website/newsletters and curriculum.	Head of School	September 2021 – July 2024	Newsletters and website information Parent Voice data will show increased awareness of our work on these issues

Advance equality of opportunity	Disability & learning style	To include all three learning styles in lessons to ensure differentiation is embedded in every lesson and then individual learning needs will be met.	To provide up-to-date knowledge on learning styles and strategies to ensure effective learning opportunities for children and fully inclusive teaching by teachers	Teachers/TAs/INAs	<p>Complete an analysis of learning styles</p> <p>Deliver whole staff CPD on auditory, kinaesthetic and visual learning styles and strategies which can be used in teaching to enable all pupils to effectively access their learning.</p> <p>Incorporate strategies fully into teaching and learning – complete a Pupil and Teacher Voice and monitor data to evaluate impact.</p>	Head of School & SLT	September 2021 ongoing	Planning and pupils' work will reflect a balance of the three learning styles being accommodated
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	<p>Disabled parents/carers</p> <p>Parents/carers with low levels of literacy</p>	<p>Review information that is sent home to parents/carers. Make all information home to parents more accessible and less wordy.</p> <p>Gather and record information relating to disabled parents.</p> <p>Provide opportunities at home time for parents to complete questionnaires etc. in person with a staff member – informally as they collect children</p>	Head of School & SLT	September 2021 ongoing	<p>Higher proportion of engagement by parents</p> <p>All disabled & low literacy level parents/carers feel included and have a voice</p>

Appendix A Key legislation

Equality Act 2010

Equality Act 2010

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>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

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

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they could consider building these actions into their Equality policy.

Appendix B Process chart for the development and review of Equality Policy and objectives

