Penwortham Primary School

Equality Policy

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor.

Last Review Date : Summer 2019
Next Review Date : Summer 2022

Signed : ........................................ Date : ..........................  Headteacher
Signed : ........................................ Date : ..........................  Chair of Committee
Penwortham Equality Policy

Penwortham Primary School is dedicated to ensuring that all members of the school and the wider community are treated equally, fairly and with respect. Prejudice, discrimination, and victimisation are not tolerated and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance and compassion towards others. The school’s main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress and needs of all the children in our care.

This policy sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created in line with the Equality Act 2010 and is the foundation of all the school’s other policies – particularly the special educational needs policy, admissions policy, anti-bullying and behaviour policy and accessibility policy.

Through the creation of this equalities policy we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every 3 years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below.

The governing body

The governing body will:

- create and approve this policy and with the help of the Headteacher will ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school’s equality objectives
- monitor and evaluate the effectiveness of the equalities objectives on an annual basis and make any amendments to improve on the plan when and where necessary
• nominate a named governor to oversee the implementation of the equalities objectives, monitor equality outcomes, and regularly report back to the rest of the governing body and attend appropriate equality & diversity training.
• ensure that parents are informed of any incident related to the policy which could directly affect their child
• raise awareness of the equality objectives through the school newsletter, assemblies, staff meetings, school website and other communications.

The Headteacher and Senior Leadership Team

The Headteacher, with the support of the rest of the Senior Leadership Team, will:

• promote the equalities objectives both within the school and externally to the rest of the community
• ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
• report back to the governing body on how the objectives are being met and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
• challenge inappropriate language and behaviour
• tackle bias and stereotyping
• take appropriate action where discrimination or victimisation occurs

• deal promptly with all incidents and complaints of bullying and harassment
• in identifying any staff training needs, and deliver training as necessary

Staff

School staff will:

• ensure that they are up to date and aware of school’s policy towards all types of discrimination
• challenge inappropriate language and behaviour
• tackle bias and stereotyping
• work to promote anti-bullying strategies as outlined in the school’s behaviour and anti-bullying policy
• show a commitment to undertake development and training within this area
• engage with the school in eliminating any discrimination and act as a good example to pupils
• promote a positive working environment
• report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

**Pupils**

Pupils at the school will:

• engage with the school in eliminating any discrimination
• promote a positive attitude towards equality when both in school and off the school site
• report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
• work to promote the anti-bullying strategies outlined in the school’s behaviour and anti-bullying policy
• set a good example regarding behaviour and social awareness to younger pupils and their peers.

**Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

• support the school by promoting a positive attitude towards equality in the school
• attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school’s equality policy
• work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
• respect and follow our equality expectations when visiting the school.

**Key groups at risk**

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, it is aware that some may be more at risk of becoming victims of inequality due to:

- **Race**
- **Special Educational Needs and Disability**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**
You can find all the information about our school’s SEND provision including our provision for inclusion in the school’s SEND policy and the school’s accessibility plan.

**Promoting equality and social awareness in school and within the local community**

**Community cohesion**

The school expects all of its pupils and staff to act respectfully towards members of the wider community that the school is part of.

**Inclusion**

Promoting and practise inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEND in the school’s SEND policy.

**Pupil voice**

Through our support of pupil voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of people. This is developed through positive interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

**Recruitment**

Penwortham is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

**Staff**

**Equal opportunities for staff**
As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and bullying in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**Staff discipline and suspension**

Penwortham is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our staff discipline, conduct, and grievance policy.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be subject to the school's disciplinary procedures. The school’s staff appraisal policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully and promptly. Staff are aware of the school’s Whistleblowing policy.

**Behaviour, exclusions and attendance**

The school behaviour policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

**Monitoring and review**

This equality policy will be reviewed every 2 years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and
participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Evidence that the school’s policy is being put into practice will be gathered through:

- pupil attainment and progress data relating to different groups;
- children’s and young peoples’ views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the Headteacher/Senior Leadership Team will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Reporting on our progress

Progress against the Equality objectives will be reported to the C & F Committee and included in the yearly work plan and reviewed annually.
Legislation & Guidance
This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Equality Objectives 2018 - 2021

Objective 1: Have in place a robust monitoring system to ensure all pupil groups have equal access to enrichment clubs.

Objective 2: Ensure there is gender diversity within the curriculum

Objective 3: Improve the achievement of BAME pupils through aspirational and motivational curriculum.

Objective 4: Narrow the gap between disadvantaged pupils and their peers in reading, writing and maths in all year groups

Objective 5: Governing body to undertake equality and diversity training

This policy will be reviewed:

- Every 3 years
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.