



Springdale Primary School Equality Policy

Review: Annually

Reviewed: September 2022

This Equality Policy replaces the:

- Gender Equality Scheme
- Equal Opportunity Policy

This policy should be read in conjunction with:

- Schools Guidance and Framework on the Public Sector Equality Duty 2010
- Education and Inspections Act 2006
- Ofsted Inspection Framework 2015
- Wolverhampton City Council Religious and Cultural Dress and Symbols Guidelines
- Monitoring Racist and Bullying Incidents Guidance 2010

Purpose

The purpose of this policy is to set out Springdale Primary School's commitment to equality and inclusion. In addition it details how Springdale intends to comply with the Equality Act 2010. It should be read alongside the school Accessibility Policy and Race Equality Policy

Mission statement

'At Springdale Primary School we are passionate about making a difference for every child.'

We believe passionately that school is about learning. We will strive to enable all our children to achieve their full potential as learners and be the best they can be as individuals. We aim to ensure every child feels safe and listened to, is cared for and respected within a nurturing environment. We will give the children experiences that leave them with a joy for learning and expressing their own talents. We will ensure the

learning process is exciting and fun for the children with a strong feeling of friendship and care. Throughout school we will develop the children's ability to integrate well and ultimately build a social confidence to contribute to the world.

We will work closely with parents and carers to foster partnerships which support children's development. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of **age, gender, race, disability, religion or belief**. Through our links with the community we will develop the children's sense of belonging and knowledge of what it is to contribute and receive.

We will make maximum use of our curriculum and setting to enrich the children's learning and provide them with 'space to grow', in which they will have exciting real life experiences. Through this we will enable them to experience awe and wonder of the world, develop an appreciation of beauty and value the environment around them.

The General Equality Duty and Public Sector Equality Duty

From April 2011, The Equality Act 2010 introduced a single equality duty on all public bodies, including schools which is extended to all protected strands- age, sex, sexual orientation, gender reassignment, race, disability, pregnancy and maternity, religion or belief. This combined equality duty, which replaces the three previous public sector equality duties, has three main elements. In the discharge of our functions, we will have due regard for the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

In order to meet our general duties, listed above, the law requires us to demonstrate how they have been met.

Springdale Primary School will tackle **discrimination** by:

Recording and reporting all racist incidents and prejudice related bullying incidents.

Springdale Primary School are committed to **advancing equality of opportunity** by:

Removing or minimising disadvantages.

Taking steps to meet the needs of pupils, parents/ carers and staff.

Encourage participation in any activity in which participation of protected groups is disproportionately low.

Springdale Primary School will **foster good relations** by:

Tackling prejudice and harassment including bullying, and promoting understanding between pupils from different backgrounds.

In order to comply with the requirements of the public sector equality duty (PSED) we will collect and publish school equality information annually.

We also 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.

Springdale Primary School undertake routine equality monitoring of our pupils by race, gender, age and disability across a number of areas including admissions, exclusions, progress and attainment.

Springdale Primary School also undertakes routine equality monitoring of our staff.

We will collect the following workforce information:

- The number of part time/ full time staff and the race, gender, disability and age distribution.
- An indication of likely representation on sexual orientation, religion and belief providing that individuals cannot be identified.

- An indication of any issues for transsexual staff, based on our engagement with transsexual staff, providing that individuals cannot be identified, and voluntary groups.
- Grievances and dismissals

When publishing equality information in order to demonstrate compliance with the general duty across its functions, we will not publish any information that can specifically identify any child.

To prepare and publish equality objectives we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions.

- Admissions;
- Attendance;
- Attainment;
- Exclusions;
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

Springdale Primary School will undertake equality analysis on all relevant school policies and decisions as part of the school review process. This includes;

- Accessibility policy;
- SEN and Inclusion policy;
- Race Equality Policy.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors. Nursery admissions are

based purely on date of birth applications and admission for the school are based on the Wolverhampton LA admissions policy.

Exclusions will always be based on the school's Behaviour Policy. We closely monitor any decision to exclude to avoid any potential adverse impact and ensure any exclusions disproportionality is identified and dealt with.

Equal Opportunities for Staff

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.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce. Equality aspects such as age, sex, race, disability, sexual orientation, gender re-assignment, pregnancy and maternity and religion and belief are considered when appointing staff to ensure decisions are free of discrimination.

Actions to ensure this commitment is met to include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process;
- Senior leadership team support to ensure equality of opportunity for all.

Equality and the law

Springdale Primary School will ensure it does not unlawfully discriminate against its pupils, prospective pupils, staff, job applicants or parents/ carers in the performance of its duties, policies and practices.

Discrimination means treating someone less (or more) favourably than a "comparator". Harassment (which is one form of discrimination) means violating

someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation means discrimination because of a previous complaint.

We recognise that discrimination can occur in the following ways and will actively work to alleviate it;

- Direct discrimination;
- Indirect discrimination;
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services;
- Harassment;
- Victimisation.

Addressing Prejudice Related Incidents

The schools are opposed to all forms of prejudice and we recognise that children and young who experience any form of prejudice related discrimination may fair less well in the education system. 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 the Local Authority using their guidance material. The Local Authority may provide support.

Objectives

In achieving compliancy with the Act, objectives are set annually. Detailed below are the school's current set of overriding objectives.

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:

- Ensure all pupils experience 100% 'good or better' lessons
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievements data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate;

- 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 without stereotyping and expose pupils to a range of thoughts and ideas;
- 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;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom based approaches for the whole school population, which are inclusive and reflective of our pupils.
- Seek to involve the whole community around the school in the celebration and raising awareness of cultural issues.

Behaviour and Safety

- All pupils are assessed, monitored and tracked through our assessment tracking systems.
- Under-achievement is identified and appropriate intervention is applied.
- Pupils are able to participate in a full range of extra-curricular opportunities.

Leadership and Management

- The staff and governing body reflects the diversity of the school community.
- No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.
- A nominated member of the Senior Leadership Team (SLT) is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Responsibility

We believe that promoting equality is the whole school's responsibility.

Springdale School eliminate discrimination and other conduct that is prohibited by the Act, advances equality of opportunity between people who share a protected characteristic and people who do not share it, and fosters good relations between people who share a protected characteristic and people who do not share it by measure that include:

- for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- PSHEE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;
- monitoring of welfare, with intervention and support where required;
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

Responsibility

Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.

Head teacher

As above including:

Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Leadership Team

To support the head teacher as above.

Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff

Help in delivering the right outcomes for pupils.

Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

Design and deliver an inclusive curriculum

Ensure that they are aware of their responsibility to record and report prejudice related incidents.

Support Staff

Support the school and the governing body in delivering a fair and equitable service to all stakeholders.

Uphold the commitment made by the HT on how pupils and parents/carers can be expected to be treated.

Support colleagues within the school community.

Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents

Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these.

Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.

Pupils

Supporting the school to achieve the commitment made to tackling inequality.

Uphold the commitment made by the HT on how pupils and parents/carers, staff and the wider community can be expected to be treated.

Local Community Members

Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

The school's equality objectives

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is always taken of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives

a) Main priorities and actions for disabled pupils

Priority						
Behaviour						
Intended Outcome	Person Responsible	Timeframe	Resources	Action	Monitoring	Evaluation of Action <i>Questions for Governors</i>
<p>Parents feel able to ask for support from the school.</p> <p>Parents feel that they are part of the team working with their child</p>	DP			<p>To meet with parents during Parents Evening.</p> <ul style="list-style-type: none"> • IEPs to be shared • To develop SENCO visibility and approachability within the school community. • Communication is good between school and parents. 	<p>Parents attend regular meetings across the year so they are kept up to date with their child's progress.</p> <p>Parents access support as necessary.</p> <p>Drop in sessions are used to support updating of parents</p> <p>Send out parent questionnaire to evaluate support</p>	
Implement Zones of regulation across school	DP	Sept 22 ongoing	Zones of regulation resources	All staff trained to use Zones and implement it in their classroom to improve pupils emotional literacy.	Children are more aware of their and other emotions and are regulated and know what to do when they become dysregulated.	

Priority						
Personal Development						
Intended Outcome	Person Responsible	Timeframe	Resources	Action	Monitoring	Evaluation of Action <i>Questions for Governors</i>
Write a Mental Health policy and share with all staff	DP		The key	Write policy and share with staff and governors. The website is up to date with legislative compliant documentation.		
Develop sensory circuits room	SEN staff		OT/ Outreach	Create a plan for sensory circuits room with OT	Sensory circuits room is developed and children can use to self-regulate	
Assess school against Autism friendly school outcomes HMoore	DP		Helen Moore and Outreach	Assess school against Autism friendly school outcomes HMoore	School becomes an Autism friendly school	

b) Main priorities and actions for disabled staff

Actions	Outcomes	Timescale	Resources	Monitoring
Improved access to school field	Access	September 2023	School Budget	Governors through Finance and General Purposes Committee

c) Main priorities and actions for disabled parents, carers, governors and others

Actions	Outcomes	Timescale	Resources	Monitoring
Improved access to school	Access	September 2023	School Budget	Governors through Finance and General Purposes Committee

D) Main priorities and actions for pupils receiving or entitled to receive Free School Meals (FSM)

Actions	Outcomes	Timescale	Resources	Monitoring
Provision as described in the school's provision map in order to give increased, targeted support to identified individual pupils' needs	End of key stage result to achieve at least predicted progress.	Summer 2023	Pupil Premium	By SMT on a termly basis through teacher assessment, tracking and SAT /QCA results

Annex A: Protected characteristics

The protected characteristics for the schools provisions are:

Disability

Gender reassignment

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions but they do apply to staff.

Disability

A person is a disabled person (someone who has the protected characteristic of disability if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relations to physical impairment;

Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.

HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis. Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement provided the long-term requirement is met.

People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person

Whether the effect of the impairment is to make it more difficult and/ or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.

Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Progressive conditions and those with fluctuating or recurring effects are included, such as depression provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Race

Race means a person's:

Colour and/or

Nationality (including citizenship), and/or

Ethnic or national origin

A racial group is composed of people who have or share a colour nationality or ethnic or national origins.

A person has the protected characteristics of race if they belong to a particular racial group, such as 'British people'. Racial groups can comprise of two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must though be identifiable and have a clear structure and a belief structure.

Denominations or sects within religions may be considered a religion. Cults and new religions movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism. A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world. For a belief to be protected by the Equality Act:

It must be genuinely held. It must be a belief and not an opinion or viewpoint based on information available at the moment. It must be a belief as to a weighty and substantial aspect of human life and behaviour. It must attain a certain level of cogency, seriousness, cohesion and importance. It must be worthy of respect in a democratic society. It must be compatible with human dignity and not conflict with the fundamental rights of others

Publication

The full version of this Equality Policy is available on the school website. Hard copies will be available from the office on request including in larger print.

It will report annually on progress being made on implementing the Equality Action Plan.

This is available on request.

Pupil groups are available on request