ELMWOOD

JUNIOR SCHOOL

Curious Creative Compassionate

EQUALITY POLICY

Approved by:	**FGB**	**Date: 14.07.22**
Next review:	**48 Months**	

1. INTRODUCTION

Elmwood Junior School is a Rights Respecting School and is committed to upholding the Rights enshrined in the United Nations Convention on the Rights of the Child.
This policy takes cognisance of:

- Article 2: The convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 28: Every Child has the Right to an Education.

Elmwood Junior School is an inclusive school where we focus on the well-being of every pupil and where all members of the school community are valued.

We welcome our duties under the Education and Inspections Act 2006 to promote community cohesion and the general and specific duties under the Equality Act 2010 as detailed in this policy.

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.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity or those on paternity or adoption leave. Age and marriage and civil partnerships are also "protected characteristics" but are not part of the school provisions related to pupils.

We believe the Equality Act provides a framework to support our commitment to work to raise standards for all pupils and to tackle issues of disadvantage and underachievement of different groups. It also underpins our efforts to ensure that equality of opportunity is available to all. This means understanding and tackling the barriers which could lead to unequal outcomes for some, whilst celebrating and valuing the achievements and strengths of all members of the school community.

Equality should permeate all aspects of school life and it is the responsibility of all members of the school to ensure that it does. Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential.

Our mission statement,

"Working together, Achieving together, Bringing out the best in everyone"

And our policies and ethos reflect the fact that we value:

· The uniqueness of each individual and their right to be valued and included;

· Respect for others and the environment;

· Values such as truth, honesty, justice, tolerance and understanding;

· Citizenship and democracy;

· The richness of our diverse cultural heritage.

The school in context

Key features of the school:

- Currently on roll there are 475 pupils which comprises of 226 boys and 253 girls.
- We have 16 classes – all in KS2.

- 96% % of pupils are from minority ethnic groups
- 63 different languages are spoken amongst the 475 children on roll. 74% of pupils have English as an additional language.
- The three largest ethnic groups are Pakistani (17.3%), Black African (17.1%), and Indian (16.7%).
- Percentage of pupils entitled to Free School Meals (FSM) and/or who are Pupil Premium is 40% .This is above average- as is the school deprivation indicator of 1.42.
- Percentage of children with SEND including EHCPs is 14.4%.
- There are several pupils, staff and governors with disabilities. We also have parents who have both learning and physical difficulties.
- The school has an accessibility plan and the school is accessible for wheelchairs.
- The school currently has three 'Children Looked After'.
- The population is relatively stable with the percentage of pupils entering and leaving the school during the year being below average.

2. AIMS

The Equality Act requires all public organisations to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

Two "specific duties"

This requires all public organisations, including schools to

- Publish information to show compliance with the Equality Duty;
- Publish Equality objectives which are specific and measurable at least every four years.

This policy describes how Elmwood Junior School is meeting these statutory duties in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality. It forms part of the school's integrated safeguarding portfolio designed to safeguard pupils and promote their welfare.

3. KEY PRINCIPLES

This policy is based on the following key principles to which the school is fully committed:

- **All members of the school community are equally valued**

  Whether or not they are disabled.
  Whatever their ethnicity, culture, national origin or national status.
  Whatever their sex.
  Whatever their religious or non-religious affiliation or faith background.
  Whatever their sexual orientation.

- **We recognise, respect and value difference and diversity**

  We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, sex, religion, belief or faith and sexual orientation.

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

We understand that treating people equally does not necessarily mean treating them the same. Our policies, procedures and activities must not discriminate but must take account of differences of life experience, outlook and background and the kinds of barrier and disadvantage which people may face in relation to:

Disability – so that reasonable adjustments can be made.

Ethnicity – so that different cultural backgrounds and experience of prejudice are recognised.

Sex– so that different needs of girls, boys, women and men are recognised;

Religion, belief or faith background.

Sexual orientation.

- **We foster positive attitudes and relationships and a shared sense of community and belonging**

  At Elmwood Junior School the learning, achievements, attitude and well-being of all pupils and staff are of the utmost importance. We aim to foster a sense of community and belonging, ensuring that the policies and practices of the school respond to the diversity of its community and will prepare pupils well for life in a diverse and pluralistic society.

  We intend that 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 girls, boys, women, men and an absence of sexual or homophobic harassment.

- **We observe good equalities practice in staff recruitment, development, retention and employment.**

  We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work including recruitment and promotion and in continuing professional development:

  - Whether or not they are disabled.
  - Whatever their ethnicity, culture, religious affiliation, national origin or national status.
  - Whatever their sex, sexual orientation and with full respect for legal rights relating to pregnancy, maternity, paternity and adoption leave.

  We recognise the need for positive role models and distribution of responsibility among staff and encourage career development and aspirations of all school staff. It is our policy to provide staff with training and development to increase awareness of the needs of different groups of pupils.

  All staff involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

  Training on equalities policy and procedures are included in our induction programme for staff.

- **We expect that all pupils will make good progress and achieve their highest potential.**

  The school works to raise standards for all pupils and values all forms of achievement.

  We recognise the differing needs of pupils and understand that for some pupils extra support is needed to help them achieve and be successful.

  We analyse pupil performance to identify where there may be patterns of underachievement for particular groups and take action to rectify this and work to eliminate barriers to learning. We believe that improving provision for the most vulnerable groups of pupils raises standards across the whole school.

4. ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan.

Head Teacher

The Head Teacher is responsible for the implementation of the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support to fulfil their role with regard to equalities and for taking action in any cases of unlawful discrimination.

Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in the school, treat each other with respect and speak out if they witness or are subject to any inappropriate language or behaviour.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Ensure that the school's principles regarding equality are reflected in the planning and delivery of lessons e.g. providing materials and resources that give positive images in terms of race, sex, gender identity, disability etc.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching.
- Keep up to date with relevant equalities legislation.

The Senior Management Team has day to day responsibility for co-ordinating the implementation of this policy.

Visitors

All visitors to school including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

5. THE CURRICULUM

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation and taking account of staffing and budget implications where necessary.

Curriculum planning takes account of the needs of all pupils and takes account of equality issues ensuring the inclusion of all. It incorporates the principles of equality and promotes positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. Themed weeks, talks, assemblies, visits, displays and extra-curricular activities also play an important part and pupils are encouraged to challenge prejudice and stereotypes.

We use materials and resources that reflect our aims and we promote a whole school ethos that challenges prejudice-based discriminatory language, attitudes and behaviour.

When ordering new resources and materials, we will consider how they:

· Reflect the reality of an ethnically, culturally and sexually diverse society;

· Reflect a variety of viewpoints;

· Show positive images of males and females in society;

· Include non-stereotypical images of all groups in a global context;

We keep each curriculum area under review to ensure that teaching and learning reflects our key principles as set out above.

6. TEACHING AND LEARNING

We aim to provide all pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this teaching and learning will:

- Promote attitudes that will challenge discriminatory behaviour;
- Provide equality of access for all pupils and prepare them for life in a diverse society;
- Provide opportunities for pupils to appreciate their own culture and religion and celebrate the diversity of other cultures;
- Use materials that reflect a range of cultural backgrounds without stereotyping;
- Use materials that promote positive images of all groups with protected characteristics;
- Incorporate a range of teaching styles and strategies that will ensure that the needs of all pupils are met;
- Involve collaborative learning to help pupils appreciate the value of working together;
- Encourage pupils to question, discuss and develop their critical thinking enabling them to detect bias and challenge inequalities;
- Ensure that educational visits and extended learning opportunities are accessible to all pupil groups;
- Take account of pupil groupings which should be planned, varied and kept under review;
- Take account of language used so that it does not transmit or confirm stereotypes, does not offend, creates and enhances positive images of groups with protected characteristics and creates the conditions for all to develop their self-esteem.

7. PARTNERSHIPS WITH PARENTS/CARERS/FAMILIES AND THE WIDER COMMUNITY

We will work with parents/carers to help all pupils to achieve their potential. All parents are encouraged to participate in the full life of the school and members of the local community are welcomed and contribute to the inclusive ethos of the school.

8. ADMISSIONS

The Local Authority is responsible for admissions. The process is administered fairly and equitably for all pupils.

9. BEHAVIOUR, EXCLUSION AND ATTENDANCE

The school's behaviour and anti-bullying policies take full account of the duties under the Equality Act.

The school's procedures for managing behaviour are fair and are applied equally to all. However, it is recognised that social/cultural background and other factors may affect behaviour and therefore the school takes this into account and makes reasonable, appropriate and flexible adjustments in particular circumstances when dealing with incidents of unacceptable behaviour.

Exclusions and attendance records are monitored to identify any issues regarding over representation of different groups.

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

10. ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school challenges all forms of prejudice and prejudice-based bullying which stands in the way of fulfilling our commitment to inclusion and equality. All incidents will be dealt with fairly, firmly and consistently.

All staff are expected to deal with incidents whenever they occur and will receive training to support them to do this.

Endeavours will be made to ensure that, from the earliest opportunity, pupils recognise and report discrimination related incidents and understand that any kind of discrimination is unacceptable.

All incidents should be reported to a senior member of staff who will deal with the matter in accordance with the procedure as detailed in Appendix 1.

Where there is an element of bullying the matter will be dealt with in accordance with our Anti-Bullying policy.

11. BREACH OF POLICY

All governors, staff, pupils and visitors are expected to abide by the policy and related policies.

It will be for the Head Teacher in consultation with senior staff and the Chair of Governors to decide on an appropriate response to any breach depending on circumstances and severity. This may include:

- Fixed term or permanent exclusions (pupils).
- Use of school complaints or disciplinary procedures.
- Formal or informal warnings.
- Involvement of the police.
- Exclusion from the premises.

12. MONITORING AND REVIEW

We review the information about equalities in the policy annually and make adjustments as appropriate. Equality issues are included in our annual cycle of school improvement.

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

When identifying equality objectives we take into account our school priorities which are the natural outcome of a careful review of analysis of data and other evidence and national and local priorities.

We produce an Equality Action Plan that identifies our objectives and shows how we will achieve them. We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We also produce an Accessibility Plan which is reviewed every 3 years.

13. DATA PROTECTION

Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

Appendix 1

Procedure for dealing with prejudice or discrimination related incidents

- A senior member of staff should be informed when an incident occurs.
- As soon as possible an investigation will be carried out to establish the facts and their context.
- The victim will be supported through the investigation.
- Following an investigation it will be decided whether or not a breach of policy has occurred.
- An incident report form will be completed (Appendix 2).
- The offender will be told clearly why their behaviour is unacceptable.
- If the offender is a pupil, a restorative conference will take place as long as the victim is in agreement.
- Appropriate disciplinary procedures as detailed in the policy will be implemented and parents will usually be contacted.
- If the offender is an adult they will be officially reprimanded and may face further sanctions.
- The Governing Body will receive notice of the numbers, types and details of incidents.

Appendix 2: Incident Report Form

Perpetrator/s	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Sex	Year Group
Victim/s	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Sex	Year group
Victimless incident (Please tick)	Yes	No	

Related nature of incident (Please tick or state)

Disability	Sex	Racism	Sexual orientation
Religion/belief	Pregnancy/maternity/paternity /adoption leave	Gender reassignment	Other

Brief description of the incident and action taken Name Signature Position Date