



POLICY FOR	Whole School Equality
PERSON RESPONSIBLE	Leadership Team
COMMITTEE RESPONSIBLE	Children, Curriculum & Community
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NEXT REVIEW DATE	June 2018
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GOVERNORS SIGNATURE	

Southmead Primary School policy statement on equality and cohesion

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of their circumstances in life.

The achievement of all pupils and staff opportunities where appropriate will be monitored on the basis of sex, marital status, race, ethnic origin, colour, nationality, national origin, social disposition, disability (past or present), sexual orientation, gender reassignment, pregnancy, sex or marital/civil partner status, trade union membership, part-time or fixed term status, religion or age (or perceived age) and pay.

We oppose all forms of unlawful and unfair discrimination. We will aim to provide our staff and pupils with a firm foundation which will enable them to fulfil their potential and to challenge stereotypes, all forms of discrimination, victimisation, harassment and bullying. We will seek to eliminate all forms of discrimination by adhering to our duties as an employer under the Equality Act 2010.

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

The Equality Objectives form part of the school's equality policy for all pupils and staff. We embrace our duty to eliminate all forms of unlawful discrimination, harassment, victimisation, and to protect the 'characteristics' of individuals and groups of people. The school is committed to:

- Promoting and advancing equality of opportunity for staff and pupils
- Eliminating all forms of discrimination, harassment and victimisation
- Promoting positive attitudes towards people who may be perceived as different, who are different, have different life styles, beliefs or characteristics
- Encouraging participation by minority or underperforming/achieving groups or individuals in school life

Involvement and consultation

Equality objective have been produced based on a range of information gathering opportunities, including:

- Drop-in sessions
- Meetings
- Statistical data analysis

Assessment

In consultation with staff, the school has identified the following functions that are relevant to equality:

- Admissions/recruitment
- Attainment and achievement
- Absence
- Rewards and sanctions

- Pupil/staff support and guidance
- Pupil/staff appeals, complaints and grievances
- Visits and trips
- Incidents and actions taken
- Exclusions
- Inclusion register
- Curriculum and extra-curricular activities
- Communications/publications/information provision
- Selection, recruitment and employment of staff
- Governing body representation and retention
- Health and safety
- Professional development and training

Our school is committed to equality both as an employer and a service provider:

- We want to ensure that everybody is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs and we understand that treating people equally does not always mean treating them all exactly the same.
- We recognise that for some children extra support is needed to help them achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to children and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or natural origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality, and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing the gaps in achievement which affect, amongst others:

- Children from certain cultural and ethnic backgrounds
- Children who belong to low-income households and children known to be eligible for free school meals
- Children who are disabled
- Children who have special educational needs
- Boys in certain subjects, girls in certain other subjects.

Our Main Equality Challenges

This is a summary of the issues that we are focusing on. We have chosen these as our core issues as we feel that these are of most relevance to our community. We are already developing strategies and interventions to tackle some of these issues.

- Language strategies – EAL
- “Slow moving children” – intervention strategies
- White British – positive behaviour / Learning Behaviour Support
- Developing Gifted and Talented Learners
- Auditing provision for children in the ASD Base
- Persistent absentee – School Welfare Officer (SWO)

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record when possible and appropriate, of the protected characteristics of our children and employees.
- We have a school behaviour policy that enshrines the right of all children to access learning in a safe and secure environment, free from harassment and discrimination, where they experience and offer basic respect for all members of the school community. Breaches of the school behaviour policy are dealt with fairly with consideration of the protected characteristics of those involved.
- We have a school Behaviour for Learning Policy that enshrines the right of all children to access learning in a safe and secure environment, free from harassment and discrimination, where they experience and offer basic respect for all members of the school community. The policy is expressed in three basic statements that guide the behaviour of the school community – we **recognise** the behaviours that are bullying, whether actual or virtual, we **report** it to the relevant member of staff so that we can **remove** it from the life of the school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to a special educational need, sexual orientation, gender, race, religion and belief, gender reassignment or disability. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for children with special educational needs.
- We have an accessibility plan that enshrines our commitment to 100% accessibility of the site and the school curriculum.
- Our admission arrangements ensure that all children who make application to the school have their applications considered fairly and that adequate and appropriate provisions are made to ensure that they are able to access the broad and balanced curriculum. Where the

school is unable to provision for a children on the basis of a significant and specific protected characteristic, the school ensures that this does not prevent the children from accessing education whilst a suitable placement is found.

- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that enshrines the right of all staff to work in a safe and secure environment free from discrimination and harassment related to a protected characteristic. Staff are expected to act as role models to children and demonstrate due regard to the Equalities Act 2010 in carrying out all of the duties with which they are charged.

Disability

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of people. We are committed to working for the equality of people with and without disabilities.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled children are not put at a disadvantage compared to other children.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and on issues affecting them, rather than relying on people acting on their behalf. This is done through the Annual Review process, Parents' Evenings, School Council and on-line consultation.
- We carry out accessibility planning for disabled children that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled children.
- Support from School Welfare Officer.

How we foster good relations and promote community cohesion

- The school promotes the spiritual, moral, social and cultural development of the children through a range of activities and opportunities including, PSE, Religious Education, History, Geography, English, P.E., Year trips, International Events, and the implementation of policies such as Behaviour for Learning etc
- We continue to develop our curriculum to support all children to understand, respect and value difference and diversity.
- The School promotes fundamental British values
- We enable all children to learn about the experiences of disabled children and the discriminatory attitudes they often experience.
- We ensure that the curriculum has positive images of disabled people.
- We act on any instances of or complaints about bullying or harassment experienced by any member of the community based on their special educational need or disability.
- We tackle prejudice and any incidents of bullying based on disability.
- Liaison with School Welfare Officer

Ethnicity and race (including EAL Learners)

We are committed to working for the equality of all ethnic groups.

The groups we are particularly focussing upon to narrow gaps in attainment are:

- White British
- EAL
- Persistent absentees

How we advance equality of opportunity:

- Monitoring the attainment and progress of all our children by ethnicity.
- Setting targets to improve the attainment and progression rates of particular groups of children
- Identifying and addressing barriers to the participation of particular groups in learning and other activities
- Developing particular initiatives to tackle the motivation and engagement in learning of particular groups
- Involving parents, carers and families in initiatives and interventions to improve outcomes for particular groups. This is done through the employment of staff who can represent and advocate for specific groups, engaging with a range of additional services to provide support to the parents, carers and families of children from different ethnic groups, and the development of curricular that recognises children innate ability regardless of their current functioning in English.
- Linking with other groups, organisations and projects in the local community. These groups support children from other ethnic backgrounds in their studies, enable them to access a range of services including health care, and support them in engaging in social activities with their peers.

How we foster good relations and promote community cohesion

- The school promotes the spiritual, moral, social and cultural development of the children through a range of activities and opportunities including, PSE, Religious Education, History, Geography, English, P.E., Year trips, and the implementation of policies such as Behaviour, Anti-bullying, ethos and community cohesion. Values Curriculum, Southmead Brand Statement.
- We continue to develop our curriculum to support all children to understand, respect and value difference and diversity.
- We enable all children to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes
- We organise special events such as International week, sharing mornings, Celebration assemblies
- The School promotes fundamental British values and the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain.
- We act on any instances of or complaints about bullying or harassment experienced by any member of the community based on their ethnicity, race or language.
- We tackle prejudice and any incidents of bullying based on ethnicity.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of children)

How we advance equality of opportunity:

- Monitoring the attainment and progress of all our children by gender.
- Setting targets to improve the attainment and progression rates of particular groups of children

- Identifying and addressing barriers to the participation of particular groups in learning and other activities
- Developing particular initiatives to tackle the motivation and engagement in learning of particular groups
- Involving parents, carers and families in initiatives and interventions to improve outcomes for particular groups. This is done through the employment of staff who can represent and advocate for specific groups, engaging with a range of additional services to provide support to the parents, carers and families of male and female children, and the development of a curriculum that recognises children innate ability regardless of their gender.

How we foster good relations and promote community cohesion

- The school promotes the spiritual, moral, social and cultural development of the children through a range of activities and opportunities including, PSE, Religious Education, History, Geography, English, P.E., Values Curriculum.
- We continue to develop our curriculum to support all children to understand, respect and value difference and diversity.
- We enable all children to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes
- We organise special events such as International Evening, Black History Month, Mosaic Mentoring and Refugee Week that celebrate the lives of people of diverse cultures and promote equality.
- The School promotes fundamental British values; and supports the curriculum with resources that provide a range of positive images that reflect the diverse communities of modern Britain.
- We act on any instances of or complaints about bullying or harassment experienced by any member of the community based on their ethnicity, race or language.
- We tackle prejudice and any incidents of bullying based on ethnicity.

Gender identity or reassignment

We are committed to ensuring that staff and children who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment. We respect the right of all children and staff to choose to or not to declare their status and for this reason we do not currently collect data in relation to gender identity or reassignment. If as a community, a decision is made to record and monitor such information, the school will notify all members of the community and stakeholders via the school website in the first instance.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

We involve learners from different religious groups, their families and staff from other religious groups in the changes and improvements we make and on issues affecting them, rather than relying on people acting on their behalf e.g. Headteacher's Letterbox, consultation, open door policy.

How we advance equality of opportunity:

- We teach the views of different religious groups and beliefs across the curriculum, teaching tolerance and respect for the diversity of these groups
- We explore the impact of religions and beliefs on the development of cultural groups, economies, and historical events.
- We provide opportunities in every lesson for the social, moral, spiritual and cultural development and understanding of all our children.

- We work with local groups, organisations and faith leaders within the community to promote tolerance and understanding.
- Adaptation of the Uniform Policy.

How we foster good relations and promote community cohesion:

- We are a non-denominational school and welcome children of all religions, beliefs and non-belief.
- We promote the social, moral, spiritual and cultural development of all children through a range of activities such as year assemblies on key themes and issues, through curriculum such as PSE, RE, History, Geography, English, Maths and Science, and our Value Curriculum.
- Through the broad and balanced curriculum we support all children to understand, respect and value religious difference and diversity of beliefs or non-beliefs.
- We ensure that the curriculum challenges religious stereotypes.
- The School promotes fundamental British values
- The curriculum is supported by resources that provide positive images that reflect the diversity of religious communities and beliefs of modern Britain.
- We act on any instances of or complaints about bullying or harassment experienced by any member of the community based on their religions or beliefs.
- We tackle prejudice and any incidents of bullying based on religion or belief.

Sexual Orientation

We are committed to providing a safe environment for all children. We aim to tackle any discrimination faced by children and staff who are lesbian gay or bisexual.

Summary information

- The school does not currently hold information on the sexual orientation of children and staff. It does not intend asking staff or children to identify their sexual orientation but welcomes the diversity of sexual orientation within the school community.
- We support the right of staff and older children to identify their own sexual orientation, but we do not currently identify this as an underlying cause of inequality in attainment.
- Any changes to this policy will be made in consultation with the children, staff and relevant stakeholders of the school.

How we advance equality of opportunity:

- We are an equal opportunities employer and employ on the basis of merit and ability. Sexual orientation will neither help nor hinder any application.
- We identify and address barriers to participation of particular groups in learning through curriculum activities especially in PSE, RE, English and Science. Through this we challenge children's perceptions of sexual orientation and promote understanding and tolerance.

How we foster good relations and promote community cohesion:

- We act on any instances of or complaints about bullying or harassment experienced by any member of the community based on their sexual orientation.
- We tackle prejudice and any incidents of bullying based on sexual orientation.

Consultation and engagement

We aim to engage and consult with children, staff, parents and carers, and the local community so that we can develop our awareness and information, learn about the impact of our policies, set relevant and appropriate equality objectives and improve what we do.

Currently, our main activities for consulting and engaging are:

- SWO Contact
- Sharing Morning
- Parents & Community consultations
- Parents Evenings
- Links with Community Nursing service
- Links with Community – e.g. policy
- School council
- Worry boxes/ Headteacher's Letterbox

Equality Objective 1

The Governors and staff of Southmead Primary are committed to rising standards of teaching and learning in order to raise achievement specifically to ensure;

- Children who have EAL or are White British, or are persistent absentees, achieving at least a Level 4B at the end of key Stage 2 i.e. for the school to reach at least national expectations of 85% L4b, or accelerated progress.

Equality Objective 2

The Governors and staff of Southmead Primary are committed to providing the appropriate level of support to all children:

- All EHCP applications are considered fairly and without bias to assess the capacity of the School to meet children's needs and ensure they fulfil their learning potential. This is assessed through Annual Review.
- To ensure that all children regardless of their starting point experience high expectations, access appropriate interventions and provisions and are given opportunity to achieve. This is evaluated every half-termly.
- Provisions and interventions are adapted to address any identified needs. These provisions are evaluated termly.

Equality Objective 3

The Governors and staff of Southmead Primary are committed to tackling poor behaviour by

- Adopting a rigour and robust behaviour monitoring and recording programme
- Analyse the data to track trends and patterns between groups, and use this information to inform future equality strategies

Equality Objective 4

Ensuring the School's premises development plan continues to focus on accessibility for all groups of users.

Accessibility plan and reasonable adjustments

To improve the quality of provision for teaching and learning for all staff and pupils; the school has benefited from greatly improved access to modern technology, curriculum, resources and rooms.

Disabled toilets and shower facilities have been included on the school site and will be updated in the Summer of 2015.

All staff have received training in areas of SEN including autism (ASD) dyslexia, behaviour management, speech and language and the use of appropriate resources.

Selected staff have been trained to support students who have medical conditions or EHP that requires additional support. All rooms will have interactive whiteboards and projectors. The special educational needs and disability (SEND) rooms will have access to touch-screen computers, joysticks and trackballs, easy-to-use keyboards, text-to-speech software and software that connects words with pictures or symbols.

Where rooms are not suitable for disabled staff and students, and where reasonably possible, suitable alternatives will be sought and timetabled accordingly to ensure equality of provision for all (e.g. wheelchair users will be timetabled on the ground floor).

The school has adopted a range of strategies to support the least able students, some of which use specialist staff, resources and interventions, to ensure every student has the possibility to achieve their full potential. The school adopts a specialised curriculum for students with severe learning difficulties, although, where possible, opportunities for integration and inclusion are always sought. SEND students will receive assistance during assessments or exams, so that pupils are assessed fairly in accordance with regulations.

The local authority provides, as required, special transport for pupils who attend the ASD Base.

Appendix A

Checklist for school staff and governors

Service provision

- Information is collected and is there evidence of 'due regard' in all areas of equality (e.g. sex, race, disability, age, sexual orientation, gender reassignment, religion, beliefs, pregnancy, pay, return to work/school rates after maternity leave) for staff? This information is used by the LBW to improve the provision of services.
- Pupil achievement is monitored by equality, seeking trends or patterns in data that may require additional action/intervention to ensure equality.
- Staff and pupils are encouraged to participate in school life, which is shown through representation in school events such as school assemblies, the school council, the governing body and staff meetings.
- All persons including minority groups are given the same opportunities to participate in all activities both in and outside of school hours.
- Bullying, harassment and victimisation of pupils and staff monitored and is this information is discussed by the SLT and Governors.
- Stereotypes are actively challenged in employment opportunities, the curriculum, in the classroom environment and in the playground.
- The school environment is accessible and welcoming as possible to all visitors such as with a disablement e.g. accessible to
- All parents including those from minority groups are encouraged to participate in their child's education (e.g. attending parents' evenings, taking up parent/family learning courses and assemblies).
- Governing bodies are representative of the pupils, staff and local community that they serve.
- Evidence of equal employment and training opportunities is available.

Employer duties

As an employer we will need to ensure that we eliminate all forms of discrimination/inequality and harassment in our employment practice and actively promote equality within the workforce and school.

- Gender, ethnicity or any other form of discrimination aspects are considered when appointing staff and particularly when allocating teaching and learning responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of all forms of discrimination.
- Bullying and harassment is monitored, and is this information is used to make a difference.