

Equality Policy

February 2021

For Schools within our Collaboration



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal
R= responsibility
I = in
D= delivering
E= excellence

Frequency of Review: Every 4 years
Reviewed and Approved by: The Governing Body
Date: Spring Term 2021
Date of Next Review: Spring Term 2025
Reviewer: Sally Harvey (Executive Inclusion Leader)

A handwritten signature in blue ink, appearing to be 'Sally Harvey', is written over a horizontal line.

Signed: ----- (Chair of Governing Body) Date: 29/03/2021

1 Introduction

The achievement of all pupils will be monitored by race, gender, length of time in the UK and disability and we will use this data to support pupils, raise standards and ensure inclusive provision. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which champions respect for all. At the Schools within our collaboration, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2 Aims and Objectives

The aim of this policy is to ensure our school meets the Equality Act 2010 legislation. It replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. The Equality Act 2010 prohibits harassment related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, religion or belief, sex (including issues of transgender) or sexual orientation. These are known as 'protected characteristics'.

2.1 In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not however publish any information that can specifically identify any particular individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively 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, but we will also analyse any available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

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

Our objectives 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.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

2.2 Guiding Principles

Our guiding principles can be found in Appendix Two. Every two years, accordingly, we will draw up an equality action plan within the framework of the overall school improvement planning and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify will consider national and local priorities and issues, as appropriate (and will be informed by analysis of our equality information which we will regularly collect and review on an annual basis).

3 Implementation of the policy

The schools within our collaboration operate equality of opportunity in its day-to-day practice in the following ways.

3.1 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:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- 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 in terms of race, gender and disability, without stereotyping;
- 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

3.2 Admissions and exclusions

We ensure our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be firmly based on the school's Behaviour Policy. We will closely monitor

exclusions to avoid any potential adverse impact, ensure any discrepancies are identified and dealt with and mediation with the pupil and their parent/carer is maintained as part of the process.

3.3 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 based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community and wider society as a whole.

3.4 Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Addressing any bullying and harassment of staff through the appropriate procedures;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4 Addressing Prejudice Related Incidents

The schools within our collaboration are opposed to all forms of prejudice and we recognise that children and young people 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 occur, we address them immediately internally and report them to the Local Authority using their guidance material. The Local Authority may provide some additional support and the schools will actively seek this as and when necessary.

4.1 All staff are expected to deal with any discriminatory incidents that may occur through their induction training and by following the relevant school policies and guidance. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

4.2 What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A prejudice related incident is defined as any incident which is perceived to be prejudice by the victim or any other person. As stated by the Stephen Lawrence Inquiry Report (1999). **“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”**

4.5 Types of discriminatory incidents

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

5 Roles and Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	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. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Executive Head Teacher / Head of School	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. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
Senior Leadership Team	To support the Executive Head Teacher / Head of School as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to 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, report and respond appropriately to prejudice related incidents following the appropriate school policies and procedures.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Executive Head Teacher/ Head of School 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, report and respond appropriately to prejudice related incidents following the appropriate school policies and procedures.

Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body and school staff 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 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 head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated following the appropriate school procedures.
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 school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school's website and through the Governing Body.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Head Teacher and Governing Body.

6 Monitoring and review

Actions have been included in the School Improvement Plan and subject leadership plans and these have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies. In line with legislative requirements, we will review progress against our actions termly. We will review our Equality planning on a four-year cycle.

We make termly assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Equality Action Plan for schools within our collaboration



Equality Strand	Actions	Timelines	Staff member	How will the impact of the action be monitored?	Early success indicators
All	Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings.	Approve by governors then uploaded to website -Spring 2021	SLT	Parent feedback sought regarding parental awareness of the Equality Policy and action plan	Staff are familiar with the principles of the Equality Action Plan and use them in planning and provision. Parents are aware of the Equality Action Plan
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Ongoing as new curriculum is embedded	SLT Subject leaders	Data used and analysed. Increase in pupils' participation, confidence and achievement levels	Notable increase in participation and confidence of targeted groups
All	Promote spiritual, moral, social and cultural development through assemblies with reference to equality and diversity.	Ongoing	All staff	Assembly planning including British values objectives Talking Points curriculum	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Reviewed termly by SLT and Subject leaders	All staff	Increase in pupil participation, confidence and positive identity – monitor through Talking Points	Diversity reflected in school displays across all year groups
All	Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Data analysed termly	SLT Governors	Data analysed by race, gender and disability. Reports termly to Governors	Analysis of teacher assessments / annual data demonstrates no significant difference between groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Forums, play leaders, representing the school at events, class assemblies, fundraising etc.	Ongoing	All staff	Increase in pupil participation, confidence and positive identity reported in Heads report.	Diversity in membership evident in registers.

All	Ensure Extra curricular school activities such as after-school activity clubs, take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socioeconomic status	Ongoing	SLT	Increase in pupil participation, confidence and positive identity	Diversity in membership evident in registers.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Equality Policy. Report the figures to the Governors on a termly basis.	Head Teacher Termly reports to Governors	Head Teacher Governors	The Head Teacher / Governors will use the data to assess the impact of the school's response to incidents.	All staff are aware of and respond to racist incidents Consistent nil reporting is challenged.
Race Equality Duty	Ensure individualised, pro-active and sensitive response is taken to support any pupils who display low self-esteem issues associated with their race, gender, religious or cultural background.	Ongoing as required	SLT / all staff	The Inclusion Team will monitor the effectiveness of any necessary intervention in raising pupil self-esteem. This is used effectively to inform future provision.	Pupils with protected characteristics are confident and feel safe in school
Homophobic Bullying	Ensure all staff receive homophobic bullying training. Include as part of induction programme for all new staff appointed. Identify, respond and report homophobic incidents (language and bullying) as outlined in the Equality Policy. Report the figures to the Governors on a termly basis.	All staff have received appropriate CPD Termly reports to governors	SLT Governors	The SLT / Governors will use the data to assess the impact of the school's response to incidents.	All staff are aware of and respond to homophobic incidents; staff are confident to tackle incidents of homophobic language and bullying. Consistent nil reporting is challenged.
Homophobic Bullying	Ensure that the curriculum promotes different types of families; prevent homophobic language and bullying role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Ongoing	SLT Subject leaders	Increase in pupils' participation, confidence and achievement levels	Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are logged, monitored and actioned accordingly.
Extremism	Ensure all staff and Governors are aware of extremism and radicalisation and how it can affect pupils. Publish Tackling Extremism & Radicalisation Guidelines and promote through the school website, newsletter and staff meetings. Include information in staff induction.	On-going	Head Teacher Staff and Governors CPD	Increase in staff awareness and confidence	All staff are aware of indicators of radicalisation and extremism and follow the guidelines when issues arise. Staff feel confident in tackling extremism.

Extremism	Protect pupils from extremism views, including religious extremism views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures – assemblies, Talking Points lessons	On-going	Head Teacher SLT	Talking Points monitoring; pupil discussions	Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern
Disability Equality Duty	To ensure where possible that the Governors and the staff represent the diversity of the school.	On-going	Chair of Governors	Monitor applications as roles become available with the GB	Membership of the Governors evolves to reflect the diversity of the school
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New Year, Christmas.	On-going	PSHE and RE subject leaders	Talking Points /RE monitoring	Increased awareness of different communities shown in monitoring
Community cohesion	Promote shared values and awareness of human rights and how to apply and defend them through teaching the pupils about Children’s Rights & Responsibilities	Assemblies; On-going annually	Head Teacher SLT	SLT and Governors will conduct learning conversations with pupils	Pupils know and understand Children’s Rights & Responsibilities

The pupils come from a range of different ethnic backgrounds. This information is gathered when a pupil starts at the school and parents complete a child’s data collection sheet. As a result, we rely on the willingness of parents to share this information either at admission or the start of year.

The breakdown of pupil’s ethnic origin is as below:-

Ethnicity	Total pupils at Sutton Road Primary	Total pupils at Holgate Primary
Any other Asian background	4	0
Any Other ethnic group	3	0
Any other mixed background	7	2
Any other White background	46	1
Asian & Any other ethnic group	0	3
Arab Other	5	3
Bangladeshi	12	0
Black African	2	6
Black & any other Ethnic Group	3	2
Black Caribbean	0	1
Black Nigerian	0	2
Black European	0	1
Chinese	0	2
Egyptian	7	0
Greek	1	1
Indian	5	9
Information Not Obtained	28	34
Iranian	0	1
Pakistani	2	0
Other Mixed Background	3	0
Other Pakistani	0	0
Roma	4	0
Taiwanese	1	0
Vietnamese	1	0
White and other ethnic group	0	3
Other White British	3	1
White and Asian	2	1
White and Black African	5	2
White and Black Caribbean	1	5
White - British	399	309
White & Chinese	2	0
White – English	3	5
White Eastern European	13	1
White European	38	1
White Other	4	
Grand Total	604	396

Special Educational Needs	Total pupils at Sutton Road Primary	Total pupils at Holgate Primary
No Special Educational Need	477	310
SEN Provision – SEN support	122	85
Statemented	5	1
Total number of pupils with SEN needs	127	86
Grand Total	604	396
Gender	Total pupils at Sutton Road Primary	Total pupils at Holgate Primary
Boys	304	208
Girls	300	188
Grand Total	604	396
Religion and belief	Total pupils at Sutton Road Primary	Total pupils at Holgate Primary
Buddhist	0	1
Christian	179	44
Hindu	1	1
Muslim	40	5
No religion	272	148
Other religion	10	5
Refused	8	2
Sikh	3	5
Left option blank	91	185
Grand Total	604	396

No information was available on the following protected characteristics:

Gender reassignment: The school did not hold any information on whether any of the pupils on roll had reassigned their gender. The school will seek support and guidance on how and when to monitor.

Sexual Identity: The school did not have information on whether any of the pupils on roll had identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT). The school will seek support and guidance on how and when to monitor.

GUIDING PRINCIPLES

In fulfilling the legal obligations outlined within this policy, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

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 boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in 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 gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from guiding principles such as this are what make a difference. Every four years, accordingly, we draw up an action plan within the framework of the overall school improvement planning and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.