Alexandra Primary School

Alexandra
Primary School

Aspire, Perform, Succeed

A Policy for the Promotion of Equality and Diversity at Alexandra Primary School

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Reviewed: September 2022
Review due: September 2023

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1. Context

Alexandra Primary is a larger than average sized primary school with a nursery that serves a culturally diverse community. The proportion of pupils from minority ethnic backgrounds is very high. The largest groups of pupils are those from Indian, Pakistani and White Eastern European backgrounds. Many of these pupils are at the early stages of learning English. A large majority of pupils live within one mile of the school, in a mixture of rented and privately-owned homes. Overall a high number of pupils live in financially challenged, adverse conditions where the deprivation level is high because a large number of our families reside in high density, multiple occupancy homes.

Additionally, many of our families are not entitled to claim public funds due to their immigration status. The percentage of pupils who have special educational needs and / or disabilities is generally in line with that found nationally, although the number of children with EHCPs is low. The proportion of pupils who enter and leave the school at other than the normal times is higher than average.

2. Aims

In accordance with its duties under the Equality Act 2010, Alexandra Primary School aims to create and maintain an environment that will:

- Promote equality of opportunity;
- Challenge discrimination with a view to eliminating unlawful discrimination;
- Eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs;
- To eliminate gender or sexuality-based discrimination;
- Seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- Promote good relations between members of different groups, including racial, cultural and religious groups and communities;

- Enable pupils to take responsibility for their behaviour and relationships with others;
- Prevent unequal treatment on the grounds of disability;
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

The Equality Act 2010

Equality is ensuring that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs. The Equality Act 2010 prohibits all employers, service providers and providers of education, from discriminating against, harassing or victimising individuals with protected characteristics.

The protected characteristics detailed in the Equality Act 2010 are:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership;
- Pregnancy and Maternity;
- Race;
- Religion or Belief;
- Sex;
- Sexual Orientation.

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) requires all schools to take a more proactive approach in all their activities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. Alexandra Primary School will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

In addition to:

- Publishing information to demonstrate compliance with the Public Sector Equality Duty (published annually by Active Learning Trust)
- Preparing and publishing equality objectives

3. Equality Commitments

We will not discriminate on any grounds and believe that it is our responsibility to promote equality and diversity wider than the nine characteristics covered by legislation. We work to remove barriers and challenge behaviours that could lead to unequal outcomes for identified groups of children, staff, parents/carers, visitors or members of the local community.

3.1 Promoting Equality: Curriculum

We aim to provide all of our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To support this, we consider the following:

- All learners have equal access to a rich, broad, balanced and relevant curriculum
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations
- To provide opportunities in the curriculum to explore concepts and issues related to identity and equality
- Offer opportunities to access a range of high-quality texts that do not stereotype and are accurately representative of different faiths, cultures and identities
- To recognise and celebrate diversity within our community whilst promoting community cohesion
- We support 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

3.2 Promoting Equality: Achievement

There are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability, social background or sexual orientation. To secure the best possible outcomes we recognise that:

- All adults at Alexandra Primary School will be expected to be good, positive role models in their approach to all issues related to equality of opportunity
- It is important to identify the needs of individuals and groups within the school and to use targeted interventions to narrow gaps in attainment. These can be either 'Bridging the Gap' or 'Personalised Learning' interventions depending on the need of the individual
- It is important to place a high priority on the provision for children with SEND or other disadvantage
- A range of pedagogical approaches are used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning

3.3 Promoting Equality: Ethos and Culture

- At Alexandra Primary School, our values together with British Values promote respect and compassion. We strive to achieve a cohesive community and expect that all members of the school community behave with respect to one another. Our values are promoted to pupils through assemblies, the curriculum, School Council and our work around RRSA
- Through our policies and actions, we undertake that every child is healthy, safe, able to enjoy and achieve in their learning experience and is able to contribute to the wider community
- There should be a feeling of openness and tolerance which welcomes everyone to the school
- The pupils are expected to greet visitors to the school with respect and to continue to represent our values when out of school on trips
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible
- Pupils are given an effective voice, for example through the School Council and through pupil surveys, which regularly seek their views

3.4 Promoting Equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest possible pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process
- All supply staff and contractors are made aware of equalities policy and practice
- All staff will receive training and opportunities for professional development, both as individuals and as groups
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

3.5 Promoting Equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and local governing committee members
- Annually, an anti-bullying week will be held in November to inform and challenge discriminatory behaviour throughout the school, this will be reinforced through the PSHE curriculum
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents
- We consider it prudent and sensible to maintain the practice of logging racist incidents. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We monitor and log bullying incidents, particularly those directed towards those with special educational needs through CPOMs

3.6 Promoting Equality: Partnerships with parents / carers and the wider community

Alexandra Primary School aims to work in partnership with parents / carers. We:

- Take action to ensure parents / carers from all backgrounds are encouraged to participate in the full life of the school
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon and opportunities are provided for parents to be involved in the provision made by the school
- Encourage communication with members of the local community and offer opportunities for them to join in some school activities and celebrations;
- Ensure that parents / carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome and offered appropriate support where necessary

4. Links to the United Nations Convention on the Rights of the Child

Alexandra Primary School is a Gold Accredited Rights Respecting school and so we uphold the rights from the convention across all aspects of school life and beyond. The following articles are key to equality:

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

poor. No child should be treated unfairly on any basis.

Article 12 (Respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 13 (Freedom of expression): Every child has the right to share freely with others what they learn, think and feel unless this will harm other people.

Article 14 (Freedom of thought and Religion): Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.

Article 23 (Disability): Every child with a disability should enjoy the best possible life in society. Obstacles should be removed for children to become independent and active participants in their community.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

5. Roles and Responsibilities

5.1 Role of the Governing Board

The Governing Board will:

- Ensure that account is taken of the equal opportunity principles and policies in the managing of staff and pupil issues;
- Make and maintain equal opportunity policies;
- Monitor the progress of its policies annually, and will review the policies;
- Receive reports from the Headteacher termly as part of the termly report;
- Ensure that an adequate budget is provided;
- Analyse and consider annually the progress made by Alexandra Primary School towards realising the objectives.

5.2 Role of the Headteacher

The Headteacher has responsibility for delegating responsibilities and tasks to other staff and ensuring that the policy is known and understood by staff, parents and pupils.

The Headteacher will present general reports, statistics and incident reports to the Governing Board and its committees as necessary. The Headteacher:

- Ensure that procedures are in place to implement the policy;
- Ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy;
- Ensure that job descriptions contain appropriate references to equal opportunities;
- Ensuring that any incidents of discrimination are appropriately dealt with and outcomes recorded
- Publish annually a report on actions taken to promote equal opportunities;
- Assess the impact of this policy through developing an action plan;
- Liaise with parents and relevant representatives of the community.

5.3 Subject Leaders

Subject Leaders will:

- Ensure that their subject areas appropriately promote equality in line with this policy;
- Liaise with SLT over any equal opportunity issues;
- Identify any training and support needs;
- Monitor the implementation of their curriculum area to ensure that it continues to meet the aims of this policy.

5.4 Teachers and TAs

Teachers and TAs will:

- Familiarise themselves with this policy and know what their responsibilities are to ensure that this policy is implemented;
- Understand the implications of this policy on their planning, teaching and learning strategies;
- Challenge all misconceptions and record all incidents of harassment or bullying;
- Demonstrate the school values at all times and accept no form of discrimination from children or adults.

5.5 Support Staff

All support staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, using texts from a range of cultures in English, and texts which have a disabled character, and studying notable men and women from history from a range of ethnicities and backgrounds.
- Holding assemblies dealing with relevant issues and important occasions and festivals throughout the year.
- Working with our local community. This includes inviting leaders of local faith groups to speak to children, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to minimise tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs and musical activities. We also work with parents to promote knowledge and understanding of different cultures by inviting them to class assemblies, curriculum meetings and sharing newsletters.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether he trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Monitoring and Review

Alexandra Primary School has specific duties under the Equality Act (2010) to publish information about the work we are doing to promote equality and the objectives that we have set. This information can be found on our school website and will be reviewed annually.

The headteacher will monitor the implementation of the policy and report to the Governing Board.

9. Breach of Policy

Alexandra Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy should be reported as per the Whistle Blowing Policy and will be investigated by the Headteacher, or where appropriate, the Governing Board. This may lead to disciplinary or other appropriate action being taken.

10. Related Policies

- Safeguarding Policy
- Appraisal Policy
- Capability Policy
- Disability Action Plan
- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Whistle Blowing Policy
- Whole, Happy, Healthy

Appendix 1 Equality Objectives

The Rights Respecting steering group consisting of children and adults met and considered the following equality objectives that would be necessary to maintain the harmonious environment in which Alexandra Primary School functions.

The steering group have considered what this would look like in school and will work together to evidence the impact of the equality objectives.

Objective	We have chosen this objective because…	To achieve this objective, we plan to:	Progress we are making towards this objective will be monitored (timescales and who)
To ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close.	We feel that every child in the school matters and should reach their potential. We should recognise the strengths in every child.	Give every child the opportunity to achieve the best they possibly can by making sure we assess children accurately. Monitor the progress of all children and act accordingly if assessment shows that children need more support Challenge all children with activities that engage them so everyone enjoys their learning.	Pupil Premium Lead – (JM) to monitor progress for children who are disadvantaged. SENDCO (BM) to track progress for children with SEND. This is all in liaison with SLT and Year Group Leaders. Data shows that we are beginning to diminish the gap and in some year groups, disadvantaged children are performing better. Outcomes are tracked each term and immediate action takes place between formal assessment points. Phase Leaders, Year Group Leaders and Class teachers to monitor and track progress of their children. Monitor through book looks to ensure that all children are being provided with the opportunity to thrive. (Subjects Leaders and SLT) Lesson observations and other triangulating evidence.
To avoid stereotypes in curriculum resources. For example, displays, activity sheet and class discussions.	We want all children to feel equal. We want all children to know that they can achieve whatever they put their mind to regardless of gender, ethnicity or background. We want children to recognise stereotypes and challenge them. We want to prepare all pupils for life in the diverse community.	Take care when choosing pictures for activity sheets to ensure they represent all children at Alexandra Primary School. Ensure that class discussions allow children to be supported with strategies to challenge stereotypes should they arise. Class teachers to ensure that class discussions are carefully planned with questioning. If any stereotypes arise, that they are discussed appropriate for the age group so that children are equipped to challenge them correctly.	Monitoring of work set across the school each half term. (SLT and Subject leaders)

To continue positive relationships and attitudes fostered throughout the school community in order to share a sense of cohesion and belonging.	We are a rights aware school We are often praised by visitors for our calm and harmonious atmosphere. We want every child to feel like they belong and any differences are celebrated.	Praise children when they meet our expectations. Model positive relationships amongst staff and peer to peer. Discuss and continually re-cap on examples to demonstrate positive relationships and attitudes.	Rights Respecting Aware: Silver award and our aim is to achieve Gold by July 2022. Observe equalities practice in staff retention, recruitment and development. Treating all staff and pupils equally and fairly.
To promote equality partnerships with parents. To continue to ensure that parental voice is heard and acted upon. Also, parents should have equal access to information about their child's education. For example, ensuring they are not at a disadvantage in any way with language.	We know that it is important to work in partnership with parents. We need to ensure that all parents have the same information so they can support their child and work with school.	Communicate with parents through Scholar Pack, email and letters. Ensure where parents have English as an additional language that information is translated where possible or explained verbally. Ensure that parents have translators where possible, support from staff at school and from family friends. Follow up questions and queries from parents swiftly. Listen to parent views and discuss ideas with parents. Parent workshops Parents invited in for class events where possible.	Review opportunities regularly and on an on-going basis.