



**Roman Road Primary School**

**Equality Policy**

**2020**

## **Rationale**

This Equality Policy for Roman Road Primary school brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

## **Our school within the wider context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Roman road Primary School has:

- A high percentage of hard pressed families
- A high percentage of single parent families
- A low percentage of ethnic minority pupils
- Higher than average FSM
- Higher than average SEN
- More girls than boys

## **Overall aims of our Equality Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To ensure that children are safeguarded and learn to keep themselves safe.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

## **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

## **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

## **Our vision statement about Equality**

Roman Road Primary School seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality,

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<sup>1</sup> <http://www.unicef.org/crc/>

resolve conflicts peacefully, learn to keep ourselves and others safe and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.<sup>2</sup>

They are also guided by the United Nations Convention on the Rights of the Child<sup>3</sup>.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum

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<sup>2</sup> See *Appendix A* for further information about legislation

<sup>3</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- classroom organisation
- safeguarding and child protection
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or school visits
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Head teacher will:

- ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the Head teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Equality Policy
- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy
- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Equality Policy
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

## **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the

health of an applicant until a job offer has been made<sup>4</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment so parents and community can access all parts of school buildings.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

- RE – training: 4 main faiths.
- Dyspraxia, dyslexia, managing loss, changes in staffing duties, risk assessment training for pregnancy, medicines, sex education, attachment disorder

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and

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<sup>4</sup> Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

- Discussion with children (including victim), making reparation through apologies and giving of froggots.
- Discussion with parents/carers.
- Follow up discussion, circle time activities, visits or visitors.
- Incidents recorded and reported.

### **Implementation, monitoring and reviewing**

This policy was published on 1<sup>st</sup> April 2016. It will be actively promoted and disseminated.

- It will be accessible on the school website.
- School council will review it

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

### **Equality Objectives**

Using the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years. See Section 3.

CJ/September 2020

Review date: 2022