



Equality Policy January 2019

Introduction

This policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy. (This document should be read alongside the published "Equalities Information" document, as required under The Public Sector Equality Duty, 2011.) We understand the principals of the Equalities Act (2010) and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees)

This Equality Policy statement sets out:

- The school's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact
- Complaints

The School Context – What sort of school are we?

Southbury Primary School is a two-form entry primary school in Enfield, serving Ponders End, a multi-cultural area with a high level of social deprivation.

- Pupils with a wide range of background and ethnicity attend the school: the school has much higher than average levels of SEN, EAL, FSM and pupil mobility.
- The vast majority of pupils live within walking distance of the school.
- Most children enter the school having experienced some form of pre-school provision, often in the school's own nursery, but many of the children are at the earliest stages of learning English on entry to the school.
- Overall, pupils come to school attaining well below national expectations but they work hard and make the most of their educational experiences. Their parents value the educational provision and wish to

work in close partnership with the school, although for many of them, language barriers make this more challenging. The school offers translation facilities whenever possible (eg at parents' evenings) and runs parents' groups such as "Stay to Play".

- The school is keen to develop initiatives beyond the demands of the national curriculum, e.g. after-school clubs, music projects.
- The school takes great pride in meeting the individual needs of all pupils, through such measures as the extremely high level of staffing and support for pupils with Special Needs. Attainment at the end of Key Stage 2 is in line with or better than that of similar schools in English, Mathematics and Science.
- The staff reflects some of the diversity of ethnic groups within the local community and some members of staff are able to speak in several languages.
- The local community is used whenever possible to broaden and enrich the quality of education.

Equality – aims and values

At Southbury Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

Our Equality Policy is based on the following core values as expressed in the school's aims and mission statement.

We want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally and have equality of opportunity
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We want all parents to:

- Feel welcomed in school
- Work in partnership with teachers
- Be well informed by clear communications

We want governors to:

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

We want the wider community to:

- Develop good relations with our school
- Broaden our horizons

We aim to encourage a love of learning and thereby make every day a rewarding experience for children and staff.

We aim to help children:

- to develop lively, enquiring minds with the ability to question and argue rationally;
- to acquire knowledge, skills and understanding;
- to use language and numbers with confidence and enthusiasm;
- to develop respect for religious and moral values and tolerance towards ways of life which differ from their own;
- to understand the world in which they live and the interdependence of individuals, groups and nations;
- to respect and care for other people and the environment;
- to grow in aesthetic awareness and make best use of opportunities for their creativity and imagination;
- to develop agility and physical co-ordination and the ability to express themselves through movement;
- to develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

We guide each child towards fulfilling their potential:

- through the provision of high quality education and resources;
- through encouragement and high expectation;
- by developing self-esteem and fostering self-confidence;
- by providing a happy and safe environment in which he/she may work confidently;
- by ensuring progression through the setting of appropriate goals;
- by preparing him/her for future education and a fulfilling life.

Our vision for Southbury Primary School aims to provide an environment where:

- children are happy and highly motivated;
- the quality of teaching and learning enables each child to achieve their best;
- staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
- parents are proud to send their children and enjoy working in partnership with the school.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations

- oppose all forms of prejudice and negative discrimination
- ensure pupils with a disability have access to the school buildings and to the curriculum.

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members (and prospective members) of the extended school community – pupils, staff, governors and parents/carers.

A cohesive community

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

Our school will ensure that pupils and parents of all races are treated equally and with respect and we will ensure that there is no unlawful discrimination on the grounds of race. With this in mind we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

At Southbury, we aim to achieve this through:

- improving the accessibility of the physical environment within the resources available in response to needs arising.
- identifying and monitoring the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; "Looked After" pupils; EAL; chronic medical conditions; Pupil Premium .
- Developing assessment procedures that take into account the SEN Code of Practice (2015), the needs of EAL pupils and the needs of minority ethnic pupils.
- Increasing opportunities for involving parents/carers in their children's learning
- adopting procedures, where appropriate, for involving all pupils in their own learning and monitoring this involvement and the outcomes.

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our Governors are responsible for:

- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- Making sure the school complies with all current equality legislation, including the recruitment and appointment of staff.
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:

- 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.
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Ensuring that recruitment and staffing practices are free of discrimination.
- Ensuring that policies linked to equality are implemented effectively.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities
- Delivering the right outcomes for pupils.
- Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated.
- Designing and deliver an inclusive curriculum
- Promoting British Values, specifically tolerance in relation to equality.

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available on the school's website.

Review January 2021