



THE FEDERATION OF HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CARING, LEARNING, ASPIRING, SUCCEEDING

Equalities Policy Statement

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Mission Statement

The Federation of Heavers Farm and Selsdon Primary school's vision reminds us of our core purpose. Our mission statement outlines our fundamental purpose and role in bringing that vision to life.

Our strategic planning begins with our vision and mission which are based on our core values of safety, community, opportunity, resilience and equality. Each of these core values guides the leadership of the Federation. Our principles are the supporting pillars of our strategic plan, and they guide the practice of everyone in our community to ensure that we are all playing our part to achieve our vision.

VISION

Caring, learning, aspiring, succeeding.

MISSION

To create an engaging, productive and safe environment that challenges stereotypes and promotes independent learners through a wide range of opportunities and an innovative learning environment.

Our Mission Statement encompasses the need for all to be enabled to reach their potential within the school environment and in accordance with the statutory Duty for Equalities. (April 2010)

Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 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.

Guiding principles

- **In fulfilling the legal obligations cited above, we are guided by nine principles:**

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 or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

2. We recognise and respect difference.

Treating people equally (as per number 1 above) does not necessarily mean 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

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 harassments 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 or homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and employment

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 pregnancy and maternity.

5. We aim to reduce and remove equalities 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 already exist between:

- Disabled and non-disabled people

- People of difference ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

6. We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by 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 and non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys
- People of differing sexual orientations.

7. Society as a whole should benefit

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

- Disabled and non-disabled people
- A wide range of people from differing ethnic, cultural and religious backgrounds
- People of differing sexual orientations.

8. We base our practices on sound evidence

We maintain and publish qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected published (as per 8 above) and the engagement in which we have been involved (as per 7 above).

The objectives which we identify take into account national and local priorities and issues as appropriate.

We continually review our equality objectives and report annually on progress towards achieving them.

10. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in point 3 above.

11. Ethos and organisation

We ensure that principles listed in point 3 above apply to the full range of policies and practices, including those concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, disciplines and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

12. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in legal framework and points 1-2 :

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance available to all at the school on how prejudice related incidents should be identified, assessed and dealt with.

We keep a record of prejudice related incidents if any and provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

13. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy: for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

A senior staff member has day-to-day responsibility for coordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in point 3 above
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work.

14. Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parent and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of quality, diversity and community cohesion in appropriate detail.

15. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests to religious observance and practice.

16. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

17. Breaches of policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

18. Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Date approved by Governing Body: 12th July 2017

Appendices:

1. Equality plan targets 2017
2. Definitions of discrimination
3. Response to incidents – guidance.

Appendix 1 - ACTION PLAN 2017

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme to be included in annual parent survey.	Leadership team	Throughout the academic year.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays and is daily practice. Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Leadership team FYGLS Governing Body	Annually in September and then every term with the governors report.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
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.	Increase in pupils' participation, confidence and achievement levels.	Leadership team FYGLS through PSHE and history planning	Throughout the academic year.	Notable increase in participation and confidence of targeted groups.
All	Ensure representation on the gifted and talented programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability.	Leadership team FYGLS through planning	Throughout the academic year.	Analysis of the Gifted and Talented register (SIMS) indicates it is changing to reflect the school's diversity.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity. Monitor through PSHE.	Leadership team FYGLS Class teachers TAs	Throughout the academic year.	More diversity reflected in school displays across all year 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 Council by election (or co-option), class assemblies, fundraising etc.	School Council representation monitored by race, gender, disability. Monitor gender balance in after-school clubs.	Member of staff leading on School Council	Throughout the academic year.	More diversity in school council membership and club involvement.
Race Equality	Identify, respond and report racist incidents.	The Executive Leadership and Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	SLT Governing Body	Throughout the academic year.	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body
Disability Equality	Promote Governor vacancies in accessible ways and by specifically welcoming applications from disabled and minority ethnic candidates.	Monitoring of applications by disability to see if material was effective .	Lead Governor on SEN	When vacancy occurs	More applications from disabled candidates to be School Governors .

Community cohesion	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Christmas.</p> <p>Organise multicultural events to celebrate the school diversity.</p>	PSHE assessments	Leadership team FYGLS through planning	Throughout the academic year.	Increased awareness of different communities shown in PSHE lessons
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Appendix 2 – Definitions of discrimination

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 racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- 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.

Appendix 4 - Response to Incidents – Guidance

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A procedure for responding and reporting is outlined below:

