



Equality Policy

Approved by governors June 2017

To be reviewed June 2019

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Introduction

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

Through this policy William Reynolds Primary School and Nursery will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age. The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, and governors in addition to visitors to our school.

Equality Statement

'To be the best we can be' is our motto and we are committed to ensuring that every child in our school achieves their best.

This Equality Policy is intended to respond to the spirit, as well as, the letter of the Equality Act (2010). The policy recognises that our school has a duty to:

- *Eliminate* unlawful discrimination and harassment (conduct that is prohibited by the Equality Act 2010)
- *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.
- Set and publish Equality Objectives

Context:

William Reynolds Primary School and Nursery is situated on Woodside in the southwest of Telford. The school serves a community, which faces considerable social and economic challenges. Woodside is one of the ten percent most disadvantaged wards in the UK. The index of multiple deprivation is 0.52. Our children experience a range of obstacles to sustained and sustainable engagement in formal learning. They typically experience a poverty of health, housing and transport, and a poverty of experience and aspiration. William Reynolds Primary school and Nursery is mindful of the Public Sector Equality Duty.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a "Protected Characteristic". Discrimination is shaped by social assumptions that feed in to:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system
- Social mobility

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

We have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity (transgender and transsexual);
- faith, religion and belief;

- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age

Each strand relates to direct discrimination, discrimination by association, and discrimination by perception, indirect discrimination; harassment and victimisation. As a school we seek to achieve positive action in respect of the Act.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 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 have an impairment,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- 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. 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:

- impairment, so that reasonable adjustments are made to remove barriers to learning;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

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

Policies, procedure and activities promote:

- positive attitudes and actions towards people with an impairment, good relations between people with an impairment and those with no impairment, and an absence of harassment of people with impairment;
- 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, women and men and an absence of sexual and homophobic harassment.

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

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they have an impairment;
- 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:

- impaired and non-impaired;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be 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 of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around impairment and special educational needs;
- prejudices around racism and xenophobia, including those that are directed

against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travelers, migrants, refugees and people seeking asylum;

- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

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:

- impaired and non-impaired;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Objectives (covered by the Equality objectives after 6/4/12)

Each year we formulate and publish specific and measureable equality objectives based on the evidence we have collected and published, in relation to:

- impairment
- ethnicity, religion and culture
- gender

Disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

What is a disability?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an **impairment**. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about)
- Sensory impairments (hearing or sight loss)
- Mental ill health (including depression and stress)
- Cognitive developmental impairments (including learning disabilities, dyslexia and autism)
- Muscular impairments (including spinal injuries)
- Asthma
- Cancer
- Phobias

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

Recruitment and Retention of staff with an impairment

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidently.

Special Educational Needs and Disability (impairment)

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are the key issues for our school?

- Currently there are a very small number of pupils with hearing impairment whose needs are catered for through the SEND support
- Currently there are a very small number of pupils with visual impairment whose needs are catered for through the SEND support
- Increase in younger pupils with mental health issues
- Support required for pupils with Diabetes
- Ensuring pupils with Asthma have appropriate medication on them
- Monitor achievement data for pupils with special educational need and action any gaps.
- Support parents of children with SEND
- Working with external agencies to support the successful integration into school life for a pupil with complex medical needs.

What is the school's performance on impairment and attainment?

Data for 2016 - Raise Online

School is above national average in terms of the number of pupils with SEN support with 18.8% (NA12.1%) and for pupils with SEN statement or EHCP at 0.9% (NA 1.3%)

For KS2 pupils who have special educational needs, progress in all subjects is

significantly above average overall and not significantly below average for any prior attainment group.

Year 1 Phonics - 67% of pupils at SEN support achieved the standard compared to 46% of pupils nationally.

Year 2 Phonics - 82% of pupils at SEND support the standards compared to 69% nationally.

By the end of KS1 (11 pupils at SEN support, no pupils with a statements or EHCP)

In reading 45% of pupils at SEND support achieved national standard (all pupils NA 74%)

In writing 27% of pupils at SEND support achieved national standard (all pupils NA 65%)

In mathematics 37% of pupils at SEND support achieved national standard (all pupils NA 73%)

In science 82% of pupils at SEND support achieved national standard (all pupils NA 82%)

By the end of KS2 (14 pupils at SEN support, no pupils with a statements or EHCP)

In reading 71% of pupils at SEND support achieved national standard (all pupils NA 66%)

In writing 43% of pupils at SEND support achieved national standard (all pupils NA 74%)

In mathematics 64% of pupils at SEND support achieved national standard (all pupils NA 70%)

Combined - 21% of pupils at SEND support achieved national standard (all pupils NA 53%)

In grammar, spelling and punctuation 79% of pupils at SEND support achieved national standard (all pupils NA 72%)

In science 71% of pupils at SEND support achieved national standard (all pupils NA 81%)

What steps has the school taken to address incidents bullying against people with an impairment or that promote stigma about impairment?

Analysis of incident reporting forms shows that there have been no incidents related to disability. Any which do occur would be investigated thoroughly and action taken.

What impact have we already had on equality for people with an impairment in our school?

Each member of staff is given a list of pupils who have medical issues in school. A record of staff with medical issues is kept in the Head teacher's office. This information is updated on a regular basis. The information for pupils is taken from the admission form parents are asked to complete when a child starts school. Letters from parents or information shared at parents' consultation meetings may update information.

The health issues list circulated to staff supports staff in developing individual risk assessments as well as identifying issues on more general risk assessments. These are

reviewed regularly and have reduced the number of reported accidents.

Staff work closely with Health Professionals, parents/carers and other support services to ensure that pupils with medical conditions receive a full education, unless this would not be in their best interests because of their health needs. In some cases this will require flexibility and involve, for example, programmes of study that rely on part time attendance at school in combination with alternative provision arranged by the Local Authority and Health Professionals.

Consideration will also be given to how pupils will be reintegrated back into school after long periods of absence to ensure that all pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their full academic potential.

Our PE curriculum and provision of sporting activities enables all pupils to take part in ways which are appropriate to their abilities. Any restrictions on a particular pupil's ability to participate in PE will be clearly identified and incorporated into the pupil's Individual Healthcare Plan.

Only medication prescribed by the doctor can be administered at school. A trained first aider should only administer medication. Some staff have now received additional training for the safe administration of medicines. (Safe Administration of Medicines Certificates for trained staff are on display in the corridor by the main office).

Currently there are a very small number of pupils with hearing impairment whose needs are catered for through the SEN support. Their individual IPMs ensure that a teaching assistant is appointed to be in charge of charging and cleaning the hearing aids each morning during registration. For the children an audio device that is linked to their hearing which the teacher wears. Other adults wear this device during assembly times or other activities to ensure the child is able to hear instructions and able to complete each activity confidently. Children with hearing difficulties are sat near the front of the class and facing the teacher or teaching assistant when speaking to them. The teacher of the deaf is in regular contact with the school and makes recommendations where necessary.

There is a current increase in younger children with mental health issues. The Deputy Head is part of the Telford & Wrekin network group - Future Minds. Part of the programme, working with NHS England, is to research and up skill staff with mental health and wellbeing for the staff and children. Regular staff training sessions will look at particular areas of Mental health particularly Autism and ADHD which is an increasing issue in school. 1:1 The training to be delivered will greatly support the teaching assistants working 1:1 with children diagnosed with ADHD/Autism or the children awaiting to be seen by CAMHS. Educational Health Care Plans ensure that these children are given the appropriate support they require to access the curriculum

and environment in a mainstream school.

Recently, the schools learning mentor attended training on PDA and gained strategies the school can develop for the children who have been diagnosed with this.

During annual performance management for teaching assistants they consulted about any additional training needs they may need for the SEND children they are working with.

Staff identifying training requirements regarding specific impairments for the pupils they teach / support in order to ensure full inclusion of children in all areas of school life. Steps are taken to reduce or eliminate negative stereotypes of impairment across the school and to promote positive understanding. The global themes have given children a greater awareness of people with disabilities.

Teaching staff have received training on diabetes and have an understanding of signs and symptoms to look out for. A team of support assistants have received more in depth training into reading keytones / taking injections. They have all received their Hepatitis B Injections. One teaching assistant is employed to do all the regular checks throughout the school day.

For all educational visits, outside of school, a trained member of staff will attend with the diabetic child to ensure they receive the support they need. For residential stays, 2 members of staff are employed for the diabetic child to support during the day and during the night.

Pupils with asthma wear an inhaler pouch and carry their inhalers at all times - (for more detailed advice - see the Asthma Policy.) There is an Emergency Salbutamol Inhaler prescribed to the school which can be used with pupils where parents have given their consent.

Pupils identified as needing support for fine and gross motor skills are supported through the Action Fun Club. A daily group that runs for 10 minutes using programme and advice given by the OT team.

Rigorous monitoring of all children's progress; comparisons made between specific groups of children, including SEN population. Analysis of progress informs provision within the school. Intervention is well focused and accelerates progress so that attainment gaps are narrowing, particularly for the pupils with SEND. For pupils with SEND small group and individual support through Action Fun Club and Toe by Toe. The impact of these interventions is monitored.

The SENDCo is available for discussions with parents of pupils with SEND should they need advice or information about how they are being supported in school. The school website has information (within the parents section) to support parents with questions

they may have about SEND in school. School have good links with IASS who support parents with advice, applications for EHCNA and mediation with the local authority. Issues for parents are: Often low income leads to difficulty in participating in some aspects of school life and no adequate home study space; low parental support or different parental expectations or frequent moves and lack of stability in life leading to time out of school or low attendance.

Actions for the year ahead

- Assessments of the school building are carried out to support a pupil with a complex medical need.
- Establish links between home and school for the pupil and all adults involved
- Training for staff to support a pupil with complex medical needs.
- Purchase resources for pupils with sensory needs.
- Review the Individual Provision Maps to document the resources purchased to support the pupil.
- Makaton training to continue to support children's communications skills in EYFS
- Update PEEPs for pupils with an impairment.
- Use formats from the "Future Minds" training to identify pupil with specific needs in each year
- A develop a register of pupils who are taking medication both at home and at school.

Ethnicity

What is ethnicity?

A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British.

What are the key Race Equality issues for our school?

- Pupils to gain greater awareness of racial diversity through the PSHE and SMSC curriculum
- To develop pupils' understanding of inappropriate name calling
- Support for pupils with EAL

What is our school's performance on Ethnicity and attainment?

- The school has lower than national average of minority ethnic groups 11.4% (NA 31.6%).
- The school has above the national average of White British children - 88.1% (NA 69.3%)
- The next significant ethnic group are White and Black Caribbean pupils at 3.7%.
- 96.3% of pupils have English as their first language (NA 81.8%).
- Pupils with EAL perform in line with or above the national average. (2016 KS1 2 pupils both achieved NS across all areas and 1 achieved greater depth in reading, writing and mathematics. KS2 - 1 pupil achieved NS across all areas)

What steps has our school taken to address racial incidents and racist bullying?

All racist incidents are recorded by completing a 'Racial Incident form'. This is passed on to a member of the Senior Leadership Team. Parents are contacted to explain any actions that have taken place. A review takes place one month after the incident has occurred to ensure that no further incidents have taken place.

What impact have we already had on race equality in our school?

Through the PSHE curriculum, pupils gain a greater awareness of key issues through the book "We are all born free" using the tools of philosophy sessions. Pupils look at 6 key areas:

- We have a duty to other people and we should protect their rights and freedoms (link to class rules and golden rules)
- Nobody should be blamed for doing something until it is proved. (links to getting an adult to help resolve issues on the playground)
- The law is the same for everyone. It must treat us all fairly.
- We all have the right to meet our friends and work together in peace to defend our Rights. Nobody can make us join a group if we don't want to (links to electing our school council and extremism)

- We cannot make anyone else our slave (links to bullying and Black Awareness month)
- If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

This enables the school to routinely cover topics to address race equality. It equips pupils to live in a diverse and multi-ethnic Britain through the curriculum offered.

As a school, visitors are welcomed from diverse ethnic backgrounds.

As a school we work hard to ensure staff are not reinforcing stereotypes.

The school vision guides staff, governors and pupils to embed an anti-racist ethos throughout the school. Racist and other discriminatory behaviour or prejudice is challenged.

As a school, homophobia is discussed in assemblies and as part of regular circle time.

As a result pupils understand how such language can hurt. Pupils are reminded that words are very powerful, words can hurt people's feelings. Once said words can be forgiven but they are not forgotten!

Teachers have developed an in depth SMSC curriculum carefully integrated in to everyday lessons. Lesson resources and assemblies, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity. Pupils are confident in making the right decisions even when these decisions are difficult.

The school supports pupils who have English as an additional language with planned interventions depending on their academic and social needs.

Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.

School buys into a service level agreement with the LA multicultural service. Support given in assessing pupils' needs and through the provision of resources.

A "to translate" facility is on the school website.

SLT monitor achievement data by ethnicity and action any gaps.

Actions for the year ahead

- Continue to develop the PSHE policy "Preparing Children for life in modern Britain"
- Global theme for the Autumn term 2017. All staff being aware of the cultural diversity within school and how best to celebrate this e.g who do you think you are?

Gender

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them.

What are the key issues for our school?

- School receives information about DV through a secure email system linked to the police - Encompass. (September 2016 - April 2017 - 29 reported cases)
- To continue to closely track all children in all year groups ensuring that any gaps between boys and girls are identified and targeted
- Develop male role models for the children
- Challenge gender equalities through "Expect Respect" PSHE curriculum
- Develop aspirations in terms of careers

What is our school's performance on gender and attainment?

- There is a greater percentage of boys than girls in school compared to national data - girls 43.3% (nat 49%)
- There is no significant difference in the standards the girls and boys achieve within school
- EYFS - Children who achieved GLD (2016) 64% girls 65% boys
- Y1 phonics - Children who passed the phonic screening test (2016) 100% girls 91% boys
- Y2 - Key Stage 1 children achieving the expected standard
- Reading - 87% girls 85% boys
- Writing - 83% girls 79% boys
- Mathematics - 83% girls 69% boys
- Y6 - Key Stage 2 children achieving the expected standard
- Reading - 83% girls 95% boys
- Writing - 86% girls 80% boys

- Mathematics - 86% girls 90% boys

What impact have we already had on gender equality in our school?

As a school, we use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupil. Termly monitoring of progress and attainment is gathered for boys and girls and any action required is put in to the RAP for the following term.

As a school, some classes have a greater number of boys than girls so the curriculum needs to be carefully designed to engage all children. All pupils participate in the same PE lessons and are offered equal opportunities to attend the after school clubs.

As a school we are keen to provide male role models for pupils.

During the Spring term, we challenge gender equalities through the "Expect Respect" PSHE curriculum. Teachers are given the opportunity to plan some philosophy lessons around gender equalities. A short series of lessons is also planned carefully for around domestic violence. These lessons encourage the children and staff to discuss the equality issues which reflect on social stereotypes, expectations and the impact on learning.

Assemblies are led by our subject leaders, for every curriculum subject, to develop the children's aspirations in terms of careers. It reminds the children of where our learning will take us in terms of careers when they are older. These are vital in our school to give the children the belief that they can achieve if they work hard. It also challenges gender issues through careers ensuring that males and females can do the same job - e.g. nurse.

Actions for the year ahead

- Develop lessons linked to "Expect Respect" with a gap task for staff to feedback back to each other about outcomes for pupils. (summer 2017)

Religion / Belief Equality

The Equality Act recognises that Religion and Belief as Protected Characteristic. Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

All policies need to ensure that they do not treat any person unfairly on the grounds

of their Religion and Belief, and that where a person belongs to a religious minority, their faith is taken into account.

The policy also needs to treat atheists and agnostics on an equal footing to people who profess a faith. Also schools need to consider faith in relation to the curriculum.

What are the key issues for our school?

The school is not a church school but has duties laid down by the DfE.

- Religion and Belief are addressed in a balanced manner in discussions across the curriculum.
- Alternatives to religion are given fair treatment in the course of class discussions and assemblies.
- In RE, specific religions are taught in such a way that pupils learn 'What it might be like to be Jewish, Muslim, Buddhist etc and the day-to-day life of faith groups, not just festivals.

What impact have we already had on religion/ belief equality in our school?

Policies are reviewed on a regular cycle and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on shared values.

A scheme of work has been developed within Telford & Wrekin for RE, and the RE subject leader has adapted it to fit our school's curriculum maps. The overriding termly global theme supports the children in developing positive attitudes to learning and develops a self-positive view. There are opportunities for pupils to experience places of worship or have visitors in to school. We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.

Regular assemblies along with PSHE & RE lessons are part of the school week and encourage discussions with the children.

RE lessons are carefully planned to encourage an overview of all religions so the children develop an understanding of different people's viewpoints and daily lives.

Actions for the year ahead

- Linked to the global theme of "Telling Tales" in the Autumn term
- Exploring the beliefs of non-religious people

Sexual Orientation (including Transgender)

Approximately 3% of the population are Lesbian, Gay or Bisexual. Developing an inclusive approach to understanding Sexual Orientation and Gender Reassignment is critical to achieving Equality.

Lesbian, Gay and Bisexual young people have the same needs as all other young people - they want to feel safe, included and are able to fulfill their potential. The whole school should be involved in creating an atmosphere where everyone feels they can be themselves.

Stonewall's research The School Report found that almost two thirds of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools and 98% hear phrases like 'That's so gay' or 'You're so gay'. School staff are aware of the consequences and what they can do.

The most effective way to prevent homophobic bullying and to ensure Lesbian, Gay and Bisexual young feel included and have the information they need to stay safe, is making the curriculum inclusive of Lesbian, Gay and Bisexual issues.

What are key issues for our school?

- Address homophobic bullying or language and behavior
- Develop SRE scheme of work as part of the Preparing Children for life in Modern Britain Policy - using the Living and Growing programme.
- To keep children safe from Sexual Abuse
- Internet Safety

What impact have we already had on addressing Sexual Orientation and Equality in our school?

School is addressing when a pupil makes inappropriate comments'.

Weekly assemblies have covered the use of inappropriate name calling. Pupils are beginning to understand the language they use can hurt people. Sanctions are in place, following the school Behavior policy, should any name calling happen.

Pupils have been taught 'It's ok to be different' through various assemblies led by SLT.

Adults in school, challenge equalities throughout the school day whether in the classroom or on the playground. Every pupil signs an anti-bullying charter in their classroom agreeing to follow all school rules.

The school immediately challenges any discrimination on the grounds of Sexual Orientation.

The school is committed to social inclusion and will treat all applicants with equal fairness, respect and dignity in line with the Equality Act 2010. Lead interviewers have attended the safer recruitment training.

PANTS assemblies are delivered by senior management and some selected children to remind children of the important messages like their body belongs to them and they should tell an adult if they're worried or upset.

Children are told:

P - Privates are Private - Your underwear covers up your private parts and no-one should ask to see or touch them. Sometimes a doctor or nurse or family members might have to. But they should always explain why, and ask you if that's ok first.

A - Always remember your body belongs to you - Your body belongs to you. No-one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath say 'NO' - and tell someone you trust and like to speak to.

N - No means No - No means No and you always have the right to say 'no' - even to a family member or someone you love. You're in control of your body and the most important thing is how you feel. If you want to say 'No' it's your choice.

T - Talk about secrets that upset you - There are good and bad secrets. Good secrets can be things like surprise parties or presents for other people. Bad secrets make you sad, worried or frightened. You should tell an adult you trust about a bad secret straight away.

S - Speak up, someone can help - Talk about stuff that makes you worried or upset. If you ever feel sad, anxious or frightened you should talk to an adult you trust. This doesn't have to be a family member. It can also be a teacher, a friend's parent or childline.

The NSPCC come in to do 2 workshops with Year 5 & 6 on how the children can speak out and stay safe. These volunteers are specifically trained to talk to primary children about abuse.

SEXTING theatre group have delivered an assembly to the children warning them of the consequences of sending inappropriate images.

Actions for the year ahead

- A new Sex and Relationships Policy will be developed over the summer term to equip pupils to live in a society that recognises same sex relationships on an equal basis as opposite sex relationships
- Link in the Stonewall resources into the PSHE policy.

- Working with the newly established Children Safeguarding Board to identify issues within school and work to address these.
- To develop a timeline of events through the year as part of the Curriculum maps.

Pregnancy and Maternity

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. School is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated.

Age Equality

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grandparents, and that age equality can apply to norms and expectations that parents fit a standardised age group.

Good Relations

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

What is meant by good relations?

Good relations between people from different backgrounds exist when:

There is a common vision and sense of belonging for all communities including a clear understanding of the British Values

The diversity of backgrounds and circumstances are appreciated and valued

Similar life opportunities are available to all

Strong and positive relationships exist and continue to be developed in schools and our communities

There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity



School Vision

We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success**. This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through a **close partnership** between children, staff, governors and parents as an extension to family life. We care about the whole person.

We believe that we make a difference by **creating a safe, healthy and stimulating environment of quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on a **real goal, do not give up and work hard** to overcome obstacles.

Above all, we aim to develop **positive, confident, reflective children** who

- take part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think **creatively and independently** in order to have aspirations for the future
- are proud to be part of a diverse British society

Schools and their communities

Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- The school community - our pupils, their families, school staff, school governors, users of the school's facilities
- The local community - our school in its geographical community and the people who live or work in the area
- The UK community - we are by definition part of this
- The global community - formed by Europe and international links

Our school works in partnership with other schools locally

What are the key issues for our school?

- Ensuring our pupils and parents have an increasing understanding of the diverse nature of multi-ethnic Britain and the wider world.
- Develop strong and positive relationships between parents, social services and family support

What impact have we already had on community cohesion in our school?

The Headteacher has met with the school council to develop the school vision to ensure they all have a say.

Teaching and learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping

Examples

- Support for pupils whom English is an additional language
- Assemblies
- Involving members from local communities
- Global citizenship in the curriculum
- Fieldwork visits
- Use of philosophy techniques in lessons
- Teaching British Values
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Secrets of Success

Engagement with extended services

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups

The school has 5 Designated Safeguarding Leads (DSLs) who attend child protection conferences, core group meetings, team around the family (TAFs) meetings and lead team around the child (TACs) meetings. All DSLs have received training lead by the local authority.

The Deputy Head is working with the local authority on the "Future Minds" programme which is intending on developing links between schools, GPs, educational psychologists and cohesion networks to support the staff, pupils and parents.

Actions for the year ahead

- School council to simplify our school vision to make it more accessible for pupils.(summer 2017)
- Develop a parent forum as we do not have a PTA. (autumn 2017)
- Commitment to the Future Minds training and development in school.
- Continuing to develop pupil awareness of the local area - arts week to have focus on Landmarks within the area. (summer 2017)

Roles and responsibilities

The Role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and she is supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of Staff: Teaching and Non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Governors

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
Further:
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- Governors notes of visit, comment on the aspect of the School vision they have seen during their visit.

Breaches of the policy

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