



William Law C E Primary School

Whole School Equality Policy

Policy shared with staff on 28th January 2018-19 [by **email**/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: February 2019

Signature: Anna Bertou

Policy to be reviewed on: May 2021

This policy is written in line with the Christian values and ethos of our school

This policy subsumes and replaces all previous policies pertaining equality: e.g. Racial Equality, Disability and Race Equality Schemes. It applies equally, where applicable, to adults and children in school.

Legal Framework

1.1 William Law Primary School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations against the 9 characteristics protected by law:

- Age
- Sex
- Race
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Gender reassignment
- Disability
- Sexual Orientation
- Religion or belief.

In addition to this, we also include economic disadvantage within this policy, recognising that this has a significant impact on the achievement of children and young people.

1.2 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1.3 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 Rights of People with disabilities, and the Human Rights Act 1998.

Guiding Principles

2.1 To ensure that adults in school apply these equally and fairly to all, we use the following principles to guide us:

- all learners, staff, parents and carers and visitors are of equal value;
- we recognise and respect difference;
- we foster positive attitudes and relationships, and a shared sense of cohesion and belonging;
- we observe good equalities practice in staff recruitment, retention and development;
- we aim to reduce and remove inequalities and barriers that already exist for pupils, parents, carers, staff and governors;
- we aim to consult and involve widely;
- society as a whole should benefit;
- we base our practices on sound evidence;
- we set objectives based on Local and National priorities as well as those identified through our own data.

2.2 We see all learners, potential learners, parents and carers and staff as of equal value:

- whether or not they are disabled;
- whatever their marital status;
- whether they have children or not;

- whatever their age;
- 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;
- whatever their economic or social background.

2.3 We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity;
- feels a full and respected member of the school community;
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment;
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today;
- develops an understanding and appreciation of disability and the contribution disabled people make in the community and the UK;
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language or attitudes;
- develops an awareness that disability can be both seen and unseen of which all have equal stature;

2.4 William Law CE Primary school is set in a predominately White British area of Peterborough, although the city and the surrounding catchment is experiencing significant change in its population characteristics.

2.5 Treating people equally does not necessarily involve treating everyone the same. Our policies, procedures and activities must not discriminate but must nevertheless take account differences of life-experience, outlook and background, and the barriers or disadvantage people may face, in relation to:

- disability
- ethnicity
- gender
- religion, belief or faith background
- sexual identity or orientation
- economic or social disadvantage

2.6 We intend that our policies, procedures and activities should promote positive attitudes, relationships, and the absence of any form of harassment for all of the groups listed in this policy.

2.7 We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development regardless of the groups they belong to, as outlined in this policy.

2.8 In addition to avoiding or minimising possible negative impacts of our policies, we take the opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist amongst groups outlined in this document.

- 2.9 We endeavour where appropriate to engage with a range of groups and individuals to ensure those that are affected by our policy are consulted and involved in the development of new policies and in the reviewing of existing ones.
- 2.10 We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering a greater social cohesion and greater participation in public life of the groups mentioned in this policy.
- 2.11 We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- 2.12 We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. These are on our school website (Annex2).

The objectives are taken from national and local priorities as well as those identified through collection of information about groups in our school. The objectives are reviewed annually and are changed at least every 4 years.

Curriculum

- 3.1 As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:
- understand and celebrate diversity in all its forms;
 - learn about racial equality in a variety of curriculum areas (e.g. PSHE, Science, Art, Geography and English);
 - develop an understanding of global citizenship;
 - understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
 - develop an understanding of their rights, the rights of others, and their responsibilities towards each other;
 - develop an understanding and appreciation of other religious beliefs and cultures;
 - recognise and challenge prejudice and discriminating attitudes and behaviour;
 - develop emotionally and intellectually with the personal qualities and attributes required to make successful life in a diverse society.

Ethos and Organisation

- 4.1 We ensure the principles above apply to the full range of our policies and practices, including those that are concerned with:
- pupils' progress, achievement and attainment;
 - pupils' personal development, welfare and well-being;
 - teaching styles and strategies;
 - admissions and attendance;
 - staff recruitment, retention and professional development;
 - care, guidance and support for staff and pupils;
 - behaviour, discipline and exclusions.

Addressing prejudice and prejudice-related bullying

- 5.1 The school is opposed to all forms of prejudice which stands in the way of fulfilling our legal responsibilities outlined in this policy:
- prejudices around disability or special educational needs;
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
 - prejudices relating to gender or gender reassignment;
 - prejudices reflecting sexism and homophobia.
- 5.2 We keep a record of prejudice related incidents and if requested provide a report to the local authority about the numbers, types and seriousness and how the school has dealt with them. (Annex 1 Bullying Incident form)

Roles and Responsibilities

- 6.1 The **governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- 6.2 The Chair of the **governing body** has a watching brief regarding the implementation of this policy.
- 6.3 The **Headteacher** is responsible for implementing this policy; for ensuring all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- 6.4 The **Senior Management Team** is responsible for:
- coordinating equality work within staff teams;
 - dealing with reported incidents of racism or harassment and reporting these to the Headteacher;
 - monitoring the progress of minority group children, including those of free school meals and from less economically affluent families;
 - allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve.
- 6.5 All **Adults** are expected to:
- promote an inclusive and collaborative ethos in their classroom;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver a curriculum and lessons that reflect the principles set out in this document;
 - support pupils in class for whom English is an additional language;
 - keep-up-to-date with equalities legislation relevant to their work.

Information and Resources

- 7.1 We ensure that the content of this policy is known to all adults who work in school in a voluntary or paid capacity.

- 7.2 All adults have access to the Equalities Act 2010, objectives and this policy for guidance on how to implement equality, diversity and community cohesion

Religious observance

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

Staff Development and Training

- 9.1 We ensure that all staff, including support staff and administrative staff receive, appropriate training where necessary.

Breaches of policy

- 10.1 We will consider every breach of policy in the light of the particular circumstances and, if pupils were involved, take account of their age and the nature of the breach. We will call for support from the relevant agencies where appropriate.

Monitoring and Reviewing

- 11.1 We collect, study and use quantitative and qualitative data relating to the implementation of this policy.
- 11.2 The governing body will endeavour to ensure relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.
- 11.3 All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promotion equality.
- 11.4 The policy will be reviewed every 3 years as routine, more often should legislation or circumstances require.

Annex 1: Bullying/Racsim Log



Bullying/Racist Incident Log

Name of Reporter:	Date:
Aggressor:	Class:
Victim:	Class:
Other people involved:	
Date of incident:	

Nature of Incident:

Physical	
Name calling	
Sexist or Sexual	
Sexual orientation	
Appearance or health	
Cyber bullying	
Other	

Exclusion	
Racial	
Religious	
Transgender or gender reassignment	
Special Educational Needs	
Home circumstances	

Additional Comments:

Actioned by Learning Mentor			
Spoken to Head Teacher		Spoken to class teacher(s)	
Spoken to victim		Spoken to aggressor	
Spoken to parent of victim		Spoken to parents of aggressor	

ON COMPLETION PLEASE LEAVE THE ORIGINAL FORM IN THE FILE AND HAND TO A MEMBER OF SLT

Annex 2: William Law Ce Primary School

Equalities Information

Academic Year 2018/19

The Public Sector Equality Duty 2010 has three aims under the general duty for schools, academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act.** By removing or minimising disadvantages suffered by people due to their protected character.
- 2. Advance equality opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where there are different from the needs of other people
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/ religion and belief/sexual orientation

In compiling this equality information we have:

- identified evidence already in school of equality within policies and practice then identified gaps**
- Examined how our school engages with protected groups, identifying where practice could be improved**
- Analysed our effectiveness in terms of equality**

- 1. Summary of our equalities evidence**

- The evidence we hold on children about equality tells us:
 - About 74% of pupils are from a White British heritage and the other 26% are from other ethnicities
 - Our largest group from other ethnicities is Pakistani
 - Our smallest ethnicity group is White Irish traveller
 - The total population of our school is made up of 55% boys and 45% girls
 - 7% of the school population is classed as Special Education Needs Children
 - There are 8 children who have a disability
 - 16% of children on Role have English as a Second Language
 - 22% of the school population is EFSM
 - 11% of children are actually now FSM
 - 64% of our children attending the school are Christian and are the largest represented religious group
 - The lowest represented main religion is Sikhism

- At William Law we engage protected groups by:
 - Careful monitoring and tracking of pupils to ensure that no protected group is disadvantaged from one another
 - Setting up interventions to support progress of children from protected groups as necessary
 - Value and develop the whole child
 - Promote respectful relationships through PSHE lessons, buddy system and house point system
 - Provide a balanced and broad curriculum that takes into account different cultures, religions and beliefs
 - Use the Christian Values as a basis of our own values to develop respectful, caring and loving children

William Law CE Primary
Equalities Objectives and Action Plan

Date of Publication: January 2019 (Updated every 4 Years)

Objective	Which protected Group does it involve?	Actions with timescale	Led by	How we will know we have achieved it?	Rating (Red/Amber/Green)
To ensure that Sex and Relationship education and PSHE is updated in line with the September 2019 guideline.	Sex Marriage and Civil Partnership Gender Reassignment Sexual Orientation	<ul style="list-style-type: none"> • Devise a PSHE curriculum for the school, which is relevant to William Law and the 21st century- Mar 19; • Share curriculum with a working party of staff, governors and parents for consultation- May 19; • Meet with SLT for final approval- Jun 19; • Training for staff on PSHE curriculum- Sept 19 	<ul style="list-style-type: none"> • Darren Smith, Rachel Collins and Katie Byrne 	<ul style="list-style-type: none"> • Curriculum ready for implementation in Sept 2019. 	
To ensure that the PSHE curriculum is relevant and tackles discrimination;	Sex Disability Marriage and Civil Partnership Gender Reassignment Sexual Orientation	<ul style="list-style-type: none"> • Devise a PSHE curriculum for the school, which is relevant to William Law and the 21st century- Mar 19; • Share curriculum with a working party of staff, governors and parents for 	<ul style="list-style-type: none"> • Darren Smith, Rachel Collins and Katie Byrne 	<ul style="list-style-type: none"> • Curriculum ready for implementation in Sept 2019. 	

		consultation- May 19; <ul style="list-style-type: none"> Meet with SLT for final approval- Jun 19; Training for staff on PSHE curriculum- Sept 19 			
To ensure that as a school homophobic and transphobic bullying is being addressed.	Gender Reassignment Sexual Orientation	<ul style="list-style-type: none"> DS to do a PSHE lesson with class, who has a gender questioning pupil in, about difference and an age appropriate take on trans people; Assembly to yr 3 and 4 about difference and touching on trans pronouns; Assembly to Yr 5 and 6 pupils in relation to trans people and appropriate language; 	<ul style="list-style-type: none"> Darren Smith 	<ul style="list-style-type: none"> Incidents of trans children, reported to SLT, are dealt with effectively; Trans pupils reports that incidents have reduced. 	<div style="background-color: red; height: 20px; width: 100%;"></div> <div style="background-color: yellow; height: 20px; width: 100%;"></div>
To ensure equal access of opportunity for staff regardless of their protective characteristic.	Sex Marriage and Civil Partnership Gender Reassignment Sexual Orientation	<ul style="list-style-type: none"> DS to update Whole School Equality Policy to include a list of things that are done for all staff when celebrating life events e.g. marriage, births, family etc- Dec 18; 	<ul style="list-style-type: none"> Darren Smith 	<ul style="list-style-type: none"> Incidents of transphobic, biphobic and homophobic bullying reduce; Incidents involving homophobic, biphobic or transphobic bullying are dealt with effectively. 	<div style="background-color: red; height: 20px; width: 100%;"></div>
To ensure staff and governors have adequate training to	Gender Reassignment Sexual Orientation	<ul style="list-style-type: none"> Diocese to deliver training on, 'Valuing All God's Children' 	<ul style="list-style-type: none"> Liz Younman (Assistant Director Diocese); 	<ul style="list-style-type: none"> All training completed by Sept 19 	<div style="background-color: red; height: 20px; width: 100%;"></div>

<p>address issues of homophobic, biphobic and transphobic bullying</p>		<p>for teachers and governors- Nov 18;</p> <ul style="list-style-type: none"> • DS to complete training with TAs on 'Valuing All God's Children'- Dec 18; • CC to deliver 'Valuing All God's Children.' Training with midday supervisors; • Training on supporting transgendered pupils in school; • Equality and Diversity training for staff and governors- Sept 19 	<ul style="list-style-type: none"> • Darren Smith • Chloe Coles- Mar 19 • Gendered Intelligence- Jan 19 • Darren Smith- Sept 19 		<div style="background-color: yellow; height: 20px; width: 100%;"></div>
<p>To provide support for pupils who are questioning their gender identify.</p>	<p>Gender Reassignment</p>	<ul style="list-style-type: none"> • 1:1 mentoring provided by Gendered Intelligence; • Support the family of the child; • Gendered intelligence to do a year 4 specific assembly on transgender people with workshops afterwards. 	<ul style="list-style-type: none"> • Darren Smith 	<ul style="list-style-type: none"> • Child is happier in school 	<div style="background-color: red; height: 15px; width: 100%;"></div> <div style="background-color: yellow; height: 15px; width: 100%;"></div>