



## **SHEEN MOUNT PRIMARY SCHOOL**

### **EQUALITY POLICY**

#### **INTRODUCTION**

At Sheen Mount we are committed to promoting equality of opportunity and tackling discrimination in all its forms. The school is a very positive, supportive and caring environment, in which we aim to make everyone feel valued and secure. We strive to ensure that our whole school community respect everyone's needs, beliefs and cultures.

The school also has legal duties under the Public Sector Equality Duty (PSED), which was introduced by the Equality Act 2010 and extends to nine protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender re-assignment. The three duties are to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

To achieve this, the PSED also specifically requires all public organisations including schools:

- i. to publish information annually to show our compliance; and
- ii. to publish equality objectives at least every 4 years.

This is available on the school website.

This policy outlines how we fulfil both our own goals for the school and our duties under the Equality Act 2010.

#### **KEY PRINCIPLES**

Our approach to equality is based on the following key principles:

- To ensure no person at Sheen Mount is treated less favourably because of their race, disability, sex, age, religion or belief, sexual orientation, because they are pregnant or entitled to paternity leave, as a result of their marriage or civil partnership status or gender reassignment.
- To monitor and respond to all serious incidents relating to the protected characteristics logged and reported termly to the pastoral committee and as necessary to FGB and the borough.
- To ensure all staff and students reflect this policy's approach to equality in all that they do and that they are offered appropriate education and training to support them in this.
- To ensure that the school website contains information about what our policy is, how we monitor its effectiveness including publishing data and what actions we are taking through our equality objectives.
- To respect and celebrate diversity in our school through a range of school events, such as our enrichment activities.
- To ensure all SEND students have equal access to all aspects of school life.

## **ROLES & RESPONSIBILITIES**

### **The Full Governing Board**

The Full Governing Board (FGB) is responsible for ensuring the school complies with legislation and that this policy and its related procedures and equality objectives are implemented. The FGB appoints the Pastoral Committee and an Equality Link Governor to oversee these responsibilities.

Each of the FGB's sub committees – Pastoral, Resources and Standards - are responsible for ensuring compliance with the relevant aspects of the school's commitment to the PSED. The Equality Link Governor will annually review the Equality Policy and evaluate the success of the school's equality work, including delivering against the equality objectives, across all areas taking into account both quantitative and qualitative evidence. Information will then be published annually.

The Chair/s of the Governing Board are accountable for ensuring that the Board is representative of the community it serves and that the procedures for the election of Parent Governors are accessible to all.

### **Headteacher and the School Senior Leadership Team (SLT)**

The Headteacher and SLT are responsible for:

- Ensuring that the school Equality policy and its procedures are followed.
- Ensuring that this policy together with any supporting policies, the equality objectives and all quantitative data are readily available and that all members of the school community know about them.
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively.
- Taking appropriate action in cases of harassment and discrimination and to investigate all incidents of bullying of any form.

### **Staff**

All staff are responsible for:

- Promoting an inclusive and collaborative ethos in the school.
- Recognising and challenging bias and stereotyping.
- Dealing with racist, homophobic and other hate-related incidents.
- Managing fairly and professionally with any prejudice-related incidents that may occur.
- Planning and delivering lessons that reflect the school's principles, for example by providing materials which give positive images in terms of race, gender and disability.
- Maintaining the highest expectations of success for all pupils.
- Supporting different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keeping up to date with equalities legislation and engaging in relevant CPD.

### **Parents, Carers and Pupils**

Parents, carers and pupils will be made aware of the Equality Policy and will be expected to comply with the school's duties as outlined under this Policy.

### **Visitors**

All visitors to the school, including parents and carers, students and contractors, are expected to support our commitment to equality and to comply with the duties set out in this policy. We will provide guidance and information to enable them to do this – included in the Visitor Information Booklet at the sign-in desk.

## **HOW OUR WHOLE SCHOOL COMMUNITY DELIVERS EQUALITY**

We have divided the work we do around equality into the three areas through which we manage and govern activity – Pastoral, Resources and Standards.

To inform our approach, the school collects information relevant to the nine characteristics where appropriate regarding pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.

## **STANDARDS EQUALITY ACCOUNTABILITIES**

### **Curriculum access and content**

We actively promote equality and diversity through the curriculum, ensuring equality of achievement for all. We achieve this through:

- the development of a balanced and challenging curriculum.
- delivering a curriculum which promotes the spiritual, moral, social and cultural development of our pupils.
- a curriculum which includes opportunities for all pupils to understand, respect and celebrate diversity and difference, including their own and other religions/cultures, and for pupils to listen to a range of opinions and empathise with different experiences. Our aim is to create an environment which fosters respect for all.
- maximising the extent to which all pupils have equality of participation to minimise the effect of cultural differences.
- we use a variety of resources (displays, images, text books, multi-media resources) to model positive images and show a balanced view of a diverse and multicultural society.
- we use a range of teaching strategies to ensure that we meet the needs of all pupils.

### **What we are doing to advance equality of opportunity between different groups**

We collect data and monitor progress and outcomes of different groups of pupils and use this data to take action to close any gaps and support school improvement. Specifically, this includes:

- monitoring academic progress and attainment by gender, ethnicity and economic status with appropriate intervention to ensure equality of achievement (for example for learners making slow progress/at risk of under achieving in acquiring age-appropriate literacy and number skills).

- liaising with feeder schools to ensure that provision effectively meets the needs of the children joining the school.
- setting improvement targets for all pupils and monitoring progress on reaching these objectives.

## **RESOURCES EQUALITY ACCOUNTABILITIES**

### **Staff management**

We are committed to the implementation of equal opportunity for all and to the monitoring and active promotion of equality in all aspects of staffing and employment. This includes:

- all staff appointments and promotions being made on the basis of merit and ability and, where appropriate, in conjunction with a representative from the Governing Body.
- appraisal and staff professional development being based on an objective assessment of the individual's capabilities, performance and potential.
- ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- striving as an employer to eliminate discrimination, racial abuse/provocation and harassment in our employment practice and actively promoting equality across all groups.
- promoting a healthy work/life balance.
- facilitating flexible working opportunities, such as part-time work and job sharing.

### **Staff training**

The school ensures that all staff understand and implement the key requirements of the Equality Policy.

The school provides training and guidance on Equality for all staff new to the school as part of their induction. Annually at the whole staff meeting at the start of the school year, training covers the principal expectations and duties of the Equality Act and the responsibilities of staff. Staff attendance is recorded.

### **School facilities**

The school environment takes into account equality and diversity with a principle of access for all, particularly ensuring the physical environment enables disabled pupils to fully participate. Where facilities provide any access issues for some people, we put in place alternative arrangements as and when required.

This also extends to the way in which we manage any contracts or commission/procure any work.

## **PASTORAL EQUALITY ACCOUNTABILITIES**

### **Fostering a sense of community**

We promote a whole school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour. All pupils, staff, parents and, as appropriate, those in the local community are encouraged to actively participate in school life and make a positive contribution.

Whilst this is represented through the curriculum it goes wider in a number of areas:

- the representation and responsibilities of the School Council.
- positive behaviour management systems in place across the school.
- a range of assemblies held each week including whole school, phase assembly and class assemblies. We ensure that respect is accorded to all faiths through these assemblies and religious education lessons.
- home/school partnership including communication.
- consideration of the values associated with different cultures.
- equal access to extra-curricular activities, trips and visits and organised PSA (Parent Staff Association) events.
- the responsibility that the pupils and staff have to wider society, particularly those less fortunate through a range of initiatives and activities.

### **Behaviour, Anti-bullying and Serious Incidents**

Good behaviour is promoted and positive reinforcement used at every opportunity. The school also has a Behaviour and Anti-bullying policy in place.

Should an incident take place, these are reported via the 'Serious Incident Form' by the staff member. This is then shared with the phase leader and then a member of the SLT prior to being logged on Integris (school MIS). Appropriate action would then be taken promptly to address any concerns.

The school's approach takes full account of the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with additional needs and/or disabilities. The school challenges all forms of prejudice and prejudice-based bullying including homophobia, which stand in the way of fulfilling our commitment to inclusion and equality relating to the protected characteristics.

### **Monitoring of key information**

On a twice termly basis at the pastoral committee a review is undertaken of key information relating to attendance, serious disciplinary incidents and exclusions categorised by the nine characteristics. This also includes any feedback from the Education Welfare Officer who attends the school once a term for a review. As necessary, any issues would also be reported to the FGB.

The Equality Link Governor sits on the pastoral committee and is accountable to it as well as the FGB. As a result, the pastoral committee has a wider remit to ensure that the work we are doing on equality meets the needs of the whole school community. To achieve this, we:

- Review relevant feedback from the bi-annual parent questionnaire or ad-hoc information received from stakeholders.
- Collate and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the School Council, PSHE lessons and whole school surveys on children's attitudes to self and school.
- Ensure that we secure responses and feedback at Governing Body Meetings and from the Governing Body's working groups.

## **MONITORING, EVALUATION & REVIEW**

The FGB will review this policy every three years and assess its implementation and effectiveness. This review will be jointly led by the Link Governor for Equality and the SLT and report to FGB.

Equality objectives will be reviewed annually and take into account national and local priorities and issues. Progress against our equality objectives will be reviewed constantly as part of SDP review processes.

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The SLT have responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils.

The Headteacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed and any necessary action taken in line with the schools' commitment to anti-discriminatory practice.

The school will monitor disability equality and will assess the impact on pupils, staff and parents/carers of with varying disability reporting progress regularly to the Pastoral Committee and Governing Board.

## **OTHER POLICIES AND PRINCIPLES**

This policy should be read in conjunction with the following policies: Safeguarding, Accessibility, Inclusion, Behaviour & Bullying, Collective Worship and School Curriculum Maps; as well as the behaviour and bullying principles.