

# Coleham Primary School



## Equality Information and Objectives Policy

**Date of policy:** October 2019

**Date of review:** Autumn 2023

## 1 Aim

Coleham Primary School welcomes pupils of all abilities and aims to provide an inclusive and effective learning environment in which all members of the school community can thrive and succeed. We recognise that each pupil has unique and individual needs and that some children require more support than others to achieve their potential.

This policy brings together the school's approach for promoting equality so that no group or individual feels excluded or does not achieve their potential. It enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers the following **protected characteristics**:

- ethnicity and race
- disability
- gender identity and reassignment
- religion and belief
- sexual orientation
- age
- pregnancy and maternity
- marriage and civil partnerships
- sex

It also aims to improve equality for those who face less favourable socio-economic circumstances.

Coleham Primary school values diversity in its pupils, workforce and wider community. As such, we will:

- respect and value, as individuals, all members of our school community
- create a school ethos which promotes equality, develops understanding and challenges intolerance, stereotypes, misconceptions and prejudices
- recognise the contributions made by all members of the school community and have high expectations of all
- maintain the dignity and rights of every individual
- provide support to individuals and groups of students who require something extra to meet their needs
- provide support to enable all students to achieve their potential
- enable all pupils to be resilient and independent learners
- encourage all pupils to have high aspirations for their futures

- regard parents/carers as an integral part of our community and involve them as much as possible in the joint enterprise of making learning exciting and positive for all
- involve the wider community as much as possible

## **2 Legal background**

### **2.1 Key legislation**

This policy has been produced in response to the Equality Act (2010) and sets out how our practice and other policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under this act .
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The specific duties of the Equality Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- publish information to demonstrate how the school is complying with the PSED (to be updated annually)
- set one or more specific measurable equality objectives every four years that further the aims of the equality duty

### **2.2 Related policies**

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- SEND Policy
- SEND Information Report
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Relationships and Sex Policy

### 3 Roles and responsibilities

#### 3.1 Chain of accountability

The Local Governing Body (LGB), supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

#### 3.2 Commitment to implementation

The Headteacher retains the overall responsibility for ensuring that the action plan is delivered effectively. The Senior Leadership Team report to the Headteacher on actions and progress. Monitoring of equality and diversity by Governors is through SEND link Governor meetings and Chair of Governor meetings with the Headteacher.

#### 3.3 Responsibility for delivering the scheme

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for:</b>	<b>Key person:</b>
Disability Equality	Headteacher, SENDCo
Equality Objectives & Policy	Business Manager
SEND	Headteacher, SENDCo
Bullying Incidents	Headteacher, Deputy Headteacher
Accessibility	Headteacher, SENDCo, Business Manager
Gender Equality	Headteacher, Pastoral Leader
Race Equality (including racist incidents)	Headteacher, Deputy Headteacher
Equality and diversity in curriculum content	SLT, Teachers, PSHE Co-ordinator
Equality and diversity for enrichment/extra-curricular activities	Business Manager
Equality and diversity for behaviour and exclusions	Headteacher, Deputy Headteacher

#### 3.4 Commitment to review

- The School Equality and Diversity Policy will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes The Equality Objectives will be published at least every four years.

### **3.5 Commitment to publish**

We are committed to sharing our Equality and Diversity Policy as broadly as appropriate. Information regarding our Equality Objectives, related policies and additional statutory information is available via the School website.

### **3.6 Commitment to action**

#### **Governors will:**

- provide leadership and regularly review the school's Equality and Diversity Policy and other related policies
- ensure the accountability of the Headteacher and SLT for the communication and implementation of this, and other, policies
- act as appropriate role models for the school community
- congratulate examples of good practice from the school and among individual staff and students
- ensure a consistent response to incidents, e.g. bullying and racist incidents
- ensure the school carries out its statutory duties

#### **The Headteacher and senior staff will:**

- ensure they are aware of the school's statutory duties in relation to equality legislation
- Promoting key messages to staff, parents and pupils about equality. This includes highlighting what is expected of them and can be expected from the school in carrying out its day-to-day duties.
- Ensuring that staff have appropriate skills to deliver equality, including pupil awareness
- initiate and oversee the development and regular review of equality policies and procedures
- consult stakeholders in the development and review of the policies where appropriate
- ensure the effective communication of the policies to all students, staff and parents/carers
- ensure that staff are trained as necessary to carry out the policies and procedures to report any prejudice related incidents
- hold line managers accountable for effective policy implementation
- act as appropriate role models for all staff and students
- highlight good practice and promote it throughout the school and wider community
- ensure a consistent response to incidents
- ensure the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- ensure the school's publicity materials present appropriate and positive messages about diversity
- ensure the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy, including reporting to the Local Authority for Hate Crimes

- ensure that curriculum planning, teaching and learning methods, assessment procedures and wider extra-curricular activities and educational trips and visits take account of the need to promote equality

**Staff with specific responsibilities will:**

- deal with incidents of discrimination or harassment
- respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- implement the Equality and Diversity Policy, holding staff accountable for their behaviour and providing support and guidance as necessary
- Design and deliver an inclusive curriculum
- Ensure they are aware of their responsibility to record and report prejudice related incidents.

**All staff are responsible for:**

- challenging inappropriate behaviour by students, staff, parents/carers and visitors
- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy
- keeping up to date with the law on equality and undertaking relevant training as appropriate
- ensuring lesson content, resources and published materials demonstrate sensitivity to issues of equality
- contributing to consultation and reviews as appropriate
- behaving respectfully and with fairness to all colleagues, students, parents/carers and visitors
- providing a consistent response to incidents

**All pupils will undertake to:**

- respect all members of the school community, irrespective of their gender, sex, sexuality, ethnic origin, religion, age or ability
- treat all members of the wider community with courtesy, respect and consideration, acting as ambassadors for the school
- make a positive contribution to the ongoing success and development of the school
- report any incidents of bullying or harassment and support others who are suffering from discrimination in any way
- challenge discrimination and bullying

**All parents/carers will undertake to:**

- respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion, age or ability
- ensure their child/ren understands the expectations of being a responsible member of the community and respects the school's rules
- attend events organised to help support their child's progress, working with the school to achieve the best possible outcomes.

## **4 Engagement**

### **4.1 Participation and involvement**

Monitoring of participation in all aspects of school life is undertaken, including attendance at parents' evenings, extra-curricular activities and trips/visits.

### **4.2 Mechanisms used to involve and consult**

- updates via email, School Bulletins and website.
- feedback from Parents' Evenings, Information Evenings and other events
- consultation with School Council
- consultation with key staff

## **5 Reporting**

Equality impact will be used to:

- report to the Governing Body or Link Governors as appropriate
- analyse outcomes for students with Protected Characteristics
- take into account decisions regarding staffing, curriculum and premises development
- form part of the review of school improvement plans and SEFs
- contribute to the formulation of new school improvement plans and SEFs
- inform the review and implementation of new intervention strategies
- produce the SEND Information Report

## **6 Coleham School's Equality Objectives**

### **6.1 Achievements to date**

The school has successfully addressed issues regarding the integration of students with protected characteristics. This has been achieved through:

- Staff-Publication of PSED (Public Sector Equality Duty)
- Staff-Workforce Accreditations Disability Confident Committed & Valued Worker Scheme.
- PSHE, SRE, RE, SMSC, British Values and other elements within the curriculum that promote friendship, Respect and understanding about other cultures and lifestyles
- Implementation of policies on equal opportunities (SEND, Behaviour, Accessibility and Anti-bullying)
- Anti-Bullying and Diversity week
- Multi-cultural Arts Week
- Personalising learning to improve access to students with disabilities

- Training for all teaching staff and TAs on SEND needs
- Being inclusive and enabling access to educational trips and visits and extra-curricular activities for all pupils.
- Committed Pastoral Care Team, including Pastoral Leader & Learning Mentor
- Use of a dedicated nurture room
- Liaison with external professional partners/ services/assessments
- Use of PASS surveys and Sociograms
- Monitoring of pupil's welfare, with intervention and support where required
- Taking steps to meet the particular needs of pupils or staff that have a particular characteristic
- Developing pupil's wellbeing and mental health through mindfulness programmes

## **6.2 Equality objectives**

In formulating the school's equality objectives we considered the overriding aim of inclusion. We want our pupils to be kind, have empathy and celebrate their own and others differences and to be empowered and have the ability to identify and respond appropriately to any form of discrimination or prejudice that they or others may experience in or out of school.



No	Equality Strand	Equality Objective	How will this be achieved?	Who is responsible for implementing?	Early success indicators
1	All	Reinforce and develop pupils' resilience through work with individuals, groups and the whole school community.  Lucy/Pamela	<ul style="list-style-type: none"> <li>• Resilience is core to our school ethos so staff promote this with pupils.</li> <li>• Pastoral Care Team</li> <li>• Work with learning Mentor</li> <li>• 1-1 work</li> <li>• Targeted, timely Intervention Groups and impact monitored and work adjusted accordingly.</li> <li>• Integral in class teaching and learning</li> <li>• Supported by wide extra-curricular programme</li> <li>• PTA events focused on children's independence and activities to boost their social skills, self-esteem.</li> <li>• Promoted through our PSHE, SRE, RE, SMSC, British Values curriculum work</li> <li>• School Mental Health Lead</li> <li>• Developing mindfulness techniques across school</li> <li>• Work with external groups Crucial Crew, Stepping Out etc</li> <li>• Assemblies</li> </ul>	All	Notable increase in pupil's resilience.  Additional support given to individuals has seen positive results and support stepped down/withdrawn.

2	All	<p>Continue to set high expectations for pupil's behaviour and implement the new Behaviour Policy so that incidents of harassment and bullying are rare and support is provided to all parties where incidents are reported.</p> <p>Tom</p>	<ul style="list-style-type: none"> <li>• Delivery of Behaviour &amp; Anti-bullying policy</li> <li>• Support &amp; training for new Behaviour policy</li> <li>• Positive praise</li> <li>• Staff role models</li> <li>• Clear expectations</li> <li>• Consideration of individual child and context.</li> <li>• Consistent behaviour reporting logged on CPOMS and reviewed by SLT/governors</li> <li>• Support offered to victim and perpetrator for incidents.</li> <li>• Wider support/curriculum work for whole classes for serious incidents/trends recorded.</li> <li>• Follow up work/support plans/monitoring periods for individuals after incidents.</li> <li>• Link Governor challenge and review</li> </ul>	<p>Deputy Headteacher</p> <p>All</p>	<p>Excellent behaviour in school</p> <p>Pupils motivated to do the right thing for the right reasons (not linked to intrinsic rewards)</p> <p>Serious incidents/racist/hate reports rare/diminishing</p> <p>No ongoing trends/patterns causing concern.</p> <p>Compliments received re pupil behaviour</p> <p>Pupils and parents satisfied with behaviour response.</p>
3	All	<p>Enable students to access support when faced with difficulties or prejudice.</p> <p>Kate/Tom</p>	<ul style="list-style-type: none"> <li>• Consistent reporting of incidents with follow up actions/support plans/monitoring periods.</li> <li>• Incident logs and support reviewed by SLT.</li> <li>• Pastoral support available</li> <li>• Engagement with families/external professionals when support is required</li> </ul>	<p>All</p>	<p>Notable increase in pupils wellbeing/attitudes</p> <p>SLT review confirms support is having desired impact and monitoring period/1-1 pupil contact reduces/support plan withdrawn.</p> <p>Feedback from parent/carers.</p>

4	All	<p>Continue to develop an acceptance of others' individual differences and for pupils to be proud of their individual differences.</p> <p>Lucy/Pamela/Kate</p>	<ul style="list-style-type: none"> <li>• Integral in class teaching and learning and staff attitudes.</li> <li>• Staff role models.</li> <li>• PSHE, SRE, RE, SMSC, British Values curriculum.</li> <li>• Assemblies</li> <li>• Special days for pupils to celebrate and embrace beliefs and characteristics Multi-Cultural Arts Day, Wellbeing Day, Overcoming Adversity Day, International Day.</li> <li>• Engagement with families for them to come into classes and share their stories, lifestyles, faiths &amp; cultures. E.g. International Day, Careers Day.</li> <li>• Promoting real life heroes/heroines past and present in school</li> <li>• Pastoral support, Respect Yourself programme.</li> </ul>	All	<p>Low number of bullying/racist/hate incidents recorded.</p> <p>High behaviour expectations maintained.</p> <p>Evidence pupils celebrating their own &amp; others individuality at events.</p> <p>Positive impact from completion PSHE, RSE, RE Action Plans.</p> <p>Review of pupils opinions at beginning and end of school year.</p> <p>Positive Feedback from Teachers, School Council and parents/carers.</p>
5	All	<p>Work to actively close gaps in attainment and achievement between pupils and groups of pupils; especially pupils who are economically disadvantaged, students with SEND, Looked After students and students from minority ethnic groups.</p>	<ul style="list-style-type: none"> <li>• High quality of Education personalised to children.</li> <li>• High ratio of pupil support/Teaching assistants.</li> <li>• Interventions, 1-1 work.</li> <li>• Ongoing Teaching &amp; Monitoring (Judgments, Assessments, Lesson Looks, Book scrutiny, Data Analysis,) from</li> </ul>	Headteacher	<p>Analysis demonstrates the gap is narrowing for groups.</p> <p>Increased attendance for groups.</p>

		Tom	<p>Teachers, Phases, Phase leaders, SLT, Link Governors.</p> <ul style="list-style-type: none"> <li>• See Pupil Premium strategy.</li> <li>• See SEND Report, CPMS, PDR's, All About Me meetings.</li> <li>• See SDP/SEF</li> <li>• Attendance Action Plans/EWO monitoring</li> <li>• Targeted funding</li> </ul>		
6	All	<p>Ensure all pupils are given the opportunity to make a positive contribution to pupil voice and the life of the school e.g. through involvement in the various School Councils (by election or co-option)</p> <p>Tom</p>	<ul style="list-style-type: none"> <li>• Democratic process for School Council, Eco Council, Sports Council via class elections.</li> <li>• Opportunity for all pupils.</li> </ul>	Deputy Headteacher	Representation reflective of Coleham pupil demographic.
7	All	<p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which raise awareness of diversity within society.</p> <p>Lucy/Pamela</p>	<ul style="list-style-type: none"> <li>• PSHE Curriculum work</li> <li>• Assemblies</li> <li>• Speakers/Guests</li> <li>• New book collection Real life Heroes/Heroines</li> </ul>	PSHE Co-ordinator	Notable increase in pupil's empathy, understanding and confidence.
8	All	<p>Ensure equality of opportunity for all pupils in relation to wider school life, including trips &amp; visits and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• Inclusive approach built into all school policies</li> <li>• Opportunities for all re activities, trips, clubs, PTA events.</li> </ul>	Business Manager	Wide participation from all pupils including key groups.

9	Ethnicity & race	Given Shrewsbury's 'white british' demographic work to increase pupil's awareness and understanding of different communities, faiths and cultures.	<ul style="list-style-type: none"> <li>• RE &amp; PSHE curriculum/Action Plans</li> <li>• Links with Interfaith Forum to invite speakers into school</li> <li>• Developing visits to places of worship outside Shrewsbury</li> <li>• Multi-cultural Arts Day</li> <li>• Assemblies</li> <li>• Celebrate cultural events/festivals</li> </ul>	RE  Co-ordinator	Successful speakers/trips taking place.  Increased pupil knowledge & understanding  Feedback from teachers, pupils, families
10	Gender Identity	To ensure that individual pupils are supported and that barriers of gender stereotypes are broken down and challenged.  Kate/Lucy/Pamela	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Pastoral pupil &amp; family support</li> <li>• School resources</li> <li>• Careers work to promote gender equality in workplace.</li> </ul>	Pastoral Leader  All	Feedback from teachers, pupils, families  Individuals are achieving their potential