

# EQUALITY POLICY



**EXCEEDING EXPECTATIONS**

Review Date November 2020

## **Introduction**

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

Signature:

Headteacher:

Date:

Signature:

Chair of Governors:

Date:

Warwick Road Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristic; therefore the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, discrimination by association, perception discrimination, harassment, victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

### **Leadership**

Within our school all staff and Governors at the school are responsible for ensuring that the school meets its duties under the Equality Act 2010.

### **Eliminating harassment and bullying**

The school will not tolerate any form of harassment and bullying of pupils or our staff.

### **Training**

We will provide relevant training by using all suitable delivery methods.

### **Procurement and Contractors**

We will ensure that all contractors working at the school have a copy of and take steps to operate within the requirements of our Equality Statement.

### **Visitors to the School**

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

### **Publishing the Statement**

We will publish our statement on the school's website

### **Reporting our progress**

We will report progress against the Duty through our regular reporting mechanisms, to the Full Governing Body of the school.

### **Reviewing and Revising the Equality Statement**

We will review and revise the Statement no later than four years from publication of this statement.

### **How we will meet the General Duty & Specific Duty**

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach to gathering information and objectives is set out at Appendix 1 and 2.

# Appendix 1

## Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics

In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

Our equality evidence highlights:

### Age

- Our workforce profiling data highlights that a relatively high proportion of our staff are currently aged under 30.
- Given the age profile of our workforce, as a school we view middle leadership development as a key priority for our school.

### Disability

- In 2017-2018 we had no children with severe physical disabilities on roll.
- In 2017-2018 the school has a small number of pupils entered onto the school's register of Special Educational Need (SEND).
- In 2017-2018 we had no member's staff declaring a disability. We are mindful that staff can be reluctant to declare a disability.
- A major issue for our school is that we are a split level site in an old building. This poses particular challenges for physical access.
- We take a flexible approach towards making adjustments to support people.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues and to promote disability issues positively.

### Gender Reassignment

- All of our policies and procedures are based on the model policies of Kirklees Council.

### Marriage and Civil Partnership

- All of our policies and procedures are based on the model policies of Kirklees Council.

### Pregnancy and maternity

- All of our policies and procedures are based on the model policies of Kirklees Council.
- The school currently has a predominantly young female workforce.

### Ethnicity

- In 2017-2018, 88% of our pupils were from a BME background.
- In 2017-2018, 83% of our pupils had English as an Additional Language (EAL).

- We have a small proportion of Eastern European pupils.
- 77% of our staff are from a BME background, includes both teaching and support staff.
- The curriculum includes a range of activities involving parents and international events within school ie. Chinese New Year
- 91% of our governors are from a BME background.
- We carefully analyse pupil achievement with regard to race and develop action points for the school accordingly

### **Religion or belief**

- We have frequent activity around religious observance. The children make regular visits to different places of worship.

### **Gender**

- Our staffing profile is mainly female. This profile is consistent with staffing profiles in this sector.
- Our governing body is more gender representative, with 63% male members and 36% female.
- Within our school where possible and practical we encourage flexible working.
- We carefully analyse pupil achievement with regard to gender and develop action points for the school accordingly.

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### **Sexual orientation**

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Kirklees Council and any member of staff or the Governing Body would be supported as necessary.

### **Cohesion**

- As a school we have used SEAL as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We have worked to actively make our governing body representative of the communities that we serve.
- We have various events in school to celebrate diversity and to encourage interaction.
- The school has well-developed links with local businesses and shops.
- The school's termly newsletter regularly celebrates and provides information about religious and cultural events (eg. Eid, Christmas, Chinese New Year).
- The school embeds local facilities and resources (eg Hyrstlands Park and local businesses) in its curriculum.
- In addition to local links and activities, we have developed international links and fundraising, for example charitable work.

### **Inclusion**

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, vulnerable groups, EAL, FSM, G&T and SEN) and develop action points for the school accordingly.
- We are developing a 360° curriculum in order to improve inclusive education with parents/carers support.

## Appendix 2 Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Time-scale	Lead	Outcome
Ongoing analysis of attainment and progress	Staff Pupils	<ul style="list-style-type: none"> <li>• Termly analysis of pupil data</li> <li>• Termly Pupil Progress Meetings involving relevant staff</li> </ul>	Termly	Headteacher	Both analysis and PPMs have been undertaken in -year
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	Staff Identified pupils	<ul style="list-style-type: none"> <li>• Termly analysis of identified pupil data</li> <li>• Identification of potential issues with regard to vulnerable groupings</li> <li>• Identification of provision or vulnerable groupings upon planning</li> </ul>	Termly	Headteacher	Analysis of potential issues with regard to vulnerable groupings from 2014/15 have been fed into SDP; in-year tracking currently monitoring progress of all pupil progress of all groups.
Support and tailored provision for pupils displaying complex emotional needs	Identified Pupils	<ul style="list-style-type: none"> <li>• Identification of pupils requiring additional support</li> <li>• Maintenance of nurture group in order to meet the needs of identified pupils</li> <li>• Referrals made to relevant outside agencies</li> </ul>	Termly	Headteacher	Review of support for the new academic year achieved, with adjustment as appropriate ongoing on at least a termly basis.
Mapping and analysing interventions for vulnerable groups, esp. SEN	Identified pupils	<ul style="list-style-type: none"> <li>• Regularly collate intervention information with an indication of its effectiveness</li> <li>• Identify and record interventions at Wave 2 &amp; 3 (through ANP/ MSP)</li> </ul>	Termly	SENCO	Intervention Provision maps are collated on at least a termly basis, in order to assesses impact and enhance personalisation.
Maintaining and improving monitoring arrangements for bullying incidents	Pupils	<ul style="list-style-type: none"> <li>• Maintain recording mechanisms for the monitoring of incidents of bullying</li> </ul>	Termly	Assistant Headteacher	Bullying, potentially racist comment, potentially homophobic comment & incidents of inappropriate

		<ul style="list-style-type: none"> <li>• Maintain termly report of incidents to the governing body.</li> <li>• Pupil involved in bullying or being bullied receive mentoring sessions to resolve issues</li> </ul>			exposure monitored.
Pupil Voice	Pupils	<ul style="list-style-type: none"> <li>• Enhance further role of school council</li> <li>• Headboy and Headgirl for houses that lead their own team</li> </ul>	Termly meetings	HLTAs	Pupils ideas encouraged and where, possible incorporated
Governor Representation and Development	Governors Staff Pupils	<ul style="list-style-type: none"> <li>• Identify annual development session</li> <li>• Maintain strategic policy, and class, link</li> </ul>		Headteacher	Annual development session planned; Steering Sub maintained.