

## **Equality Policy for Priory Junior School**

### **GUIDING PRINCIPLES**

In fulfilling the legal obligations cited below, we are guided by nine 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 are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

#### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, and those who are gender questioning, are recognised
- religion, belief, non-belief or faith background
- sexual orientation, including the recognition of the experiences of prejudice some groups/individuals face.

#### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- 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, and women and men, and an absence of sexual and homophobic, biphobic and transphobic harassment.

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- 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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men and those who are gender questioning.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- Gay and bisexual people as well as straight.

### **Principle 7: Society as a whole should benefit**

We intend that our 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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys, and those who are gender questioning
- gay and bisexual people as well as straight.

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## SCHOOL CONTEXT

Priory Junior School has proudly served the diverse catchment area of Gedling and Carlton for Over 70 years. Links with the community, and wider local and world community, are strong, and flourishing. Central to all that we do is our 'caring' ethos and school vision. Link to this our warm, welcoming atmosphere and values based education, we have a family feeling, where all stakeholders are valued and work hard for the good of our children.

The school deprivation indicator continues to be slightly below the national average.

The number of pupils on the special needs register at SA+ is inline the national average, however the number of pupils at SA is well above the national data.

The number of pupils from ethnic minority backgrounds, and children who do not have English as a first language are both below the national average.

Whilst there has been a stable staffing organization for the last few years, within the last 2 years there have been changes and we have had 5 NQTs – the spilt is currently 2 male and 8 female FT teachers. All TAs and office staff are female.

Vulnerable groups are closely monitored through our tracking system and form part of our SDP and Appraisal.:

### **2014 ( Perf handbook data)**

35.3% (12) of the pupils in the cohort are eligible for free school meals in the last 6 years (FSM6). Of these 75% (9 pupils) achieved a level 4+ in Reading, Writing and Maths compared to 86.4% of pupils who are not eligible for FSM6. The FSM6 gap for Priory Junior School is 11.4%. Nottinghamshire's FSM6 gap is 17.4.

23.5% (8) of the pupils in the cohort have a Special Educational Need (SEN). Of these 62.5% (5 pupils) achieved a level 4+ in Reading, Writing and Maths compared to 88.5% of pupils with no SEN. The SEN gap for Priory Junior School is 26%. Nottinghamshire's SEN gap is 53.5.

35.3% (12) of the pupils in the cohort are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA). Of these 75% (9 pupils) achieved a level 4+ in Reading, Writing and Maths compared to 86.4% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Priory Junior School is 11.4%. Nottinghamshire's FSM6 & CLA gap is 17.6.

The pupils at Priory Junior School feel safe, and are taught to adopt safe practices. A log of any prejudiced based incidents is kept.

A supportive anti-bullying and anti-racism policy is in place, including pupil friendly versions written by the pupils. Positive behaviour strategies are fully embedded. Evidence from our pupil questionnaire shows that the children feel safe (96%). Our policies are put into practice, and all incidents are dealt with quickly and sensitively.

The school is pro-active in tackling these key areas, and takes part in 'Anti-bullying Week.'

In the last year we have begun to extend our work beyond race, using resources provided by the national charity Stonewall, working on LGB issues. Prejudiced-based incidents take place very infrequently but as a school we are mindful of changing demographics within the Gedling district and the importance of ensuring our children have opportunities to find out about, understand and respect difference and view diversity positively.

The Nottinghamshire Joint Strategic Needs Assessment 2014 indicates that in the County, Gedling had the highest Mixed and Multiple Ethnic Groups population (2.3%) as well as the highest rate of Black African and Caribbean and Black British ethnicities (1.6%). There is no local data regarding the number of LGBT people but the chart below gives some indication that within the district there are LGB people living in our community.

Sexual Orientation Nottinghamshire JSNA: The People of Nottinghamshire.  
Approved 26th March 2014.

Table 3.28: Marital and In a Registered Same-civil partner status, 2012 Sex Civil Partnership  
All Usual Residents

Aged 16 and Over			
Number	Number		%
Ashfield	96,698	206	0.21
Bassetlaw	92,702	192	0.21
Broxtowe	90,938	226	0.25
<b>Gedling</b>	<b>93,186</b>	<b>211</b>	<b>0.23</b>
Mansfield	85,448	146	0.17
Newark	93,957	161	0.17
and			
Sherwood			
Rushcliffe	90,551	159	0.18
Nottingham	643,480	1,301	0.20
Nottinghamshire			
County			
Nottingham City	250,104	600	0.24
East Midlands	3,694,767	7,179	0.19
England	42,989,620	100,288	0.23

"Evidence from the available literature shows that LGBT people experience significant problems related to both their mental and physical health. Discrimination and social exclusion are seen to be major causes of ill health for people in these communities.

Government estimates that 5-7% of the population would feel comfortable describing themselves as lesbian, gay or bisexual. There is no formal survey or census either locally or nationally to verify this. Table 3.28 indicates the number and % of same sex civil partnerships. We feel it is important not to be complacent if we hear our children using phrases such as "That's so gay" or other such homophobic or derogatory language.

### MISSION STATEMENT

At Priory Junior School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based on the following core values as expressed in this school's aims and mission statement.

- Promoting excellence and high standards in all forms of educational achievements and activity, including physical activity.
- Educating and challenging each child to fulfil his/her maximum potential.
- Developing a curriculum that is relevant to children's future lives within a community.
- Providing a stimulating and enjoyable approach to teaching and learning that encourages learning throughout life.
- Encouraging each individual by offering a welcoming, supportive and disciplined environment sustained by active pastoral care and guidance.
- Instilling self respect and respect for others, tolerance of other ways of living and understanding of the world, thus encouraging a regard for moral values on which children can base their own behaviour e.g. honesty and sincerity.
- Developing strong relationships between home, school and the community and encouraging an appreciation and concern for the environment, especially the local area around the school.
- Recognising the uniqueness and worth of each child and creating equal opportunities for all.
- Striving continuously to develop and improve our work so that we can better meet the needs of those whom we serve – children, parents and the wider community.

- Creating an environment that fosters and encourages professional development.

This policy will be a focal point of our ethos and day to day practices, and be suitably reflected in other school policies.

### LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help meet the general duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

Protected characteristics as defined by the Equality Act 2010 are as follows:-

- Race/ethnicity
- Religion/belief
- Gender(sex)
- Gender Reassignment
- Disability
- Sexual orientation
- Age
- Pregnancy and maternity
- Marriage and civil partnership

This policy also supports the promotion of British values as detailed in the Ofsted Handbook September 2014

It applies equally to all our stakeholders, including staff, governors, pupils, and parents/carers.

### ETHOS AND ORGANISATION

Priory Junior School welcomes and celebrates diversity both within the school and the community as a whole.

We are committed to promoting equality, developing positive relations between different groups/communities, and tackling unlawful discrimination. We encourage, support and enable all pupils and staff to reach their full potential. We work in partnership with the wider community to tackle racism, homophobia and all other forms of prejudice. We give a clear message that racism will not be tolerated and will endeavour to undertake work which tackles all forms of prejudice across all protected characteristics.

We also:

- Support the victims of racism and all other forms of prejudice.
- Deal with racist and other prejudiced-based behaviour by investigating any reported incidents; sharing reports with the Local Authority; supporting the person(s) responsible for the incident with a focus on education rather than sanctions alone.
- Monitor racist and homophobic behaviour and all other forms of prejudiced-based behaviour.
- Monitor the performance of minority ethnic pupils and the performance of boys and girls, and pupils with SEND.
- Monitor and review all policies to check that there is no direct or indirect discrimination.
- Make equality a key item in our development plans.
- Value diversity.
- Involve pupils, staff and other stakeholders in writing our Equality policy.
- Embed equality and diversity principles run through our day to day practice.

We do this through:-

- Admissions, induction and attendance – promote high levels of attendance through inclusive reward schemes, whilst acknowledging the diversity of backgrounds. Class induction booklets support and welcome all pupils.
- Pupils’ progress, attainment and achievement – all progress is monitored and targets are set for all children which are challenging but fair.
- Pupils’ personal development, welfare and well-being (linking to anti-bullying and safeguarding) – our Investors in Pupils work is a key driver which has become a strength of the school. This has resulted in initiatives such as a child friendly anti-bullying policy.
- Care, guidance and support – all children are given high levels of support and care (a central part of our ethos).
- Parental/carer involvement – all parents/carers are given access to a wide range of information, data, training opportunities, and wider school experiences.
- Working with the wider community and community cohesion – the school has a positive standing within the wider community, developing links with businesses, shops, residents, other schools locally and internationally, and with places of worship.  
Behaviour, discipline and exclusions (linking to SEAL) – promote behaviour through a positive reward system which meets the needs of the vast majority of children (in extreme circumstances some children are given their own structure to follow).
- Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, gender reassignment, disability and sexual orientation. This will be implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Each curriculum area will be monitored by the associated leader, through observations, work sampling and moderation. Particular attention will be given to identified

trends in performance data, in order that any patterns can be challenged and met. Displays, curriculum resources and the physical environment of the school will also reflect the diverse communities which make up modern Britain. Occasionally, we will focus lessons on specific issues which enable pupils to sensitively explore stereotypes and prejudice.

### ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

As a school we have a legal obligation to eliminate discrimination and harassment and victimisation, as well as a duty to foster positive relations between groups and individuals. We have adopted the definition of a racist incident to cover all forms of prejudice:

“A prejudiced-based incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

This definition applies to staff, governors, parents/carers, pupils, contractors and visitors to the school site. All incidents will be managed in line with the procedures outlined below whether the victim/target is a child or adult. Any incidents which involve members of staff as alleged offenders may also be subject to disciplinary procedures following advice from HR and the Local Authority. Both staff and governors are expected to adhere to the school’s Code of Conduct.

Should an incident be deemed serious enough it may also result in a report to the Police.

We aim to create a learning environment in which:

- The contribution of all pupils is valued.
- All pupils can feel secure and are able to contribute appropriately.
- Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, gender reassignment, sexual orientation, religion, belief or non-belief, ability or disability.
- Pupils learn to take responsibility for their actions and behaviour both in school and in the wider community.
- All forms of bullying and harassment, and “one-off” incidents, are challenged. This includes homophobic language such as phrases like “That’s so gay.”

In addition:

- School literature will make it clear that the school does not tolerate any prejudiced-based behaviour (signs, posters etc) .
- The Head Teacher is the nominated member of staff for dealing with and monitoring prejudiced-based behaviour.
- The governing body appoints annually a governor responsible for overseeing Equal Opportunities, including prejudiced-based incidents.

Staff will work within the procedures set out in the school’s Behaviour Policy and Anti-Bullying Policy when dealing with reports of prejudiced-based incidents. These recognise that staff need to use their professional judgement when dealing with such

incidents and take account of the context in which the incident took place, whilst following the guidelines above.

The following action should be taken for all prejudiced-based incidents:

- All staff will use the agreed definition of a prejudiced-based incident and make it clear that such behaviour is unacceptable in this school
- The Head Teacher should be informed and the incident written in the prejudiced-based incident behaviour log.
- Support should be offered to the victim/target(s)
- Counselling should be given to the perpetrator/offender(s), which may include discussion, support, and finding ways to increase their understanding.
- Wherever possible, a full apology will be made (although this may not be directly after the incident, so as to give the perpetrator/offender time to consider their action, i.e. more than a token gesture).
- Parents/carers will be informed as part of the school's sanctions
- A Prejudiced-based Incident Form will be completed and sent to the LA

Perpetrators of prejudiced-based behaviour will be subject to the school's range of sanctions as outlined in the Behaviour Policy. Repeat incidents will involve stronger sanctions.

If the incidents are judged to involve bullying, the school's Anti-Bullying Policy will apply. The policy provides suggestions for helping children deal with bullying, supporting the victim and helping the perpetrator change their behaviour.

## ROLES AND RESPONSIBILITIES

### **Our governors are responsible for:**

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

### **The Headteacher is responsible for:**

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them in relation to the implementation of the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

### **All our staff are responsible for:**

- Dealing with racist, sexist and homophobic, transphobic and disabilist incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or

national origins, gender, gender reassignment, disability, religion or belief, sexual orientation or socio-economic circumstances

· Taking training and learning opportunities

**Responsibility for overseeing equality practices in the school is as follows:**

· Coordinating and monitoring work on equality issues (Headteacher and Leadership Team)

· Dealing with and monitoring reports of harassment, including racist, homophobic and other prejudiced-based incidents (Headteacher and Leadership Team)

· Monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and Minority Ethnic pupils, including Gypsies and Travellers (Headteacher, Leadership Team, Class Teachers)

## INFORMATION AND RESOURCES

This policy was formulated following consultation with staff and governors. A copy of the policy is on the school website so that parents/carers can access copies. The DHead and pupils from Yr 6 have been given a remit to present an equal opportunities assembly so that the children have an idea of the agenda.

All data, including behaviour, attainment, achievement, attendance will be monitored according to the protected characteristics and used to inform practice.

Data is presented to the governors on a regular basis, and fed back to the whole governing body through the Head Teacher report.

The Headteacher and Governing body will ensure that appropriate financial resources are made available to enable the school to fulfil its obligations under the general duty effectively. The appropriate committees will review the impact of the school's work in relation to equality and diversity on a regular basis. Such funds will be used for staff training, curriculum resources, display materials and any external providers/visits which the school feels necessary to utilise in order to fulfil its Equality Objectives.

## STAFF DEVELOPMENT AND TRAINING

Training will be offered to all staff in the following forms:

- Statutory courses linked to safeguarding and health and safety, and refreshed as necessary.
- Training linked to protected characteristics.
- External provider training.
- Governor training.
- Staff meeting time to look at equal opportunities and to review strategies.
- Midday supervisor, kitchen and site manager training.
- Training for new staff through induction.
- Students and supply staff made aware of the policy and key expectations.

## BREACHES OF THE POLICY

This is a practical working document, and as such forms part of our terms of employment. Breaches of the policy will be reviewed and where necessary taken to the governors.

### **Actions:**

EQUALITY OBJECTIVE	INTENDED OUTCOME	REASON SELECTED	PLANNED ACTIONS	MONITORING ARRANGEMENTS
To continue to develop our respect agenda by enabling our young people to explore different types of families, and to understand that all forms of prejudice are unacceptable.	Children will be made more aware of same sex relationships in an age appropriate way and will understand that all individuals should be respected for who they are, regardless of our differences. Children will understand that the use of homophobic language is unacceptable and hurtful.	Previous work on the school's respect agenda has focussed on race- there is a need to consider other protected characteristics so that our children are adequately prepared for life in modern Britain.	Attend local launch of Stonewall Primary resource "Free" and use the resource in KS2. Continue to make use of the Stonewall "Different Families" resource pack. Review the curriculum, including SRE, to consider if there are any areas where LGBT issues can be raised sensitively.	SMSC / Values Governor to meet with key staff. Prejudiced-based incident reports. Curriculum audit. Head Teacher Report to governors.

## MONITORING AND EVALUATION

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

APPROVAL BY GOVERNING BODY: Autumn 2015

