



**North  
Primary School  
and Nursery**

**Equalities  
Policy**

## **1. Mission statement**

At North Primary School and Nursery, we are committed to providing an inclusive learning community, which supports the academic, creative, moral and spiritual development of all our children. We believe that all children have an equal right to an education which meets their individual needs, helps them to develop their skills and understanding, and enables them to fulfill their potential.

This policy outlines our commitment to promoting equality for all pupils, staff, parents and carers participating in and receiving services from the school, irrespective of their ethnicity, gender, gender identity, sexual orientation, age, disability, faith or religion, socio-economic background or any other of the protected characteristics (Single Equalities Act 2010). We aim to develop a culture of inclusion and diversity in which all those connected to the school feel valued, safe and of equal worth and are able to participate fully in school life.

## **2. Monitoring and evaluation**

We monitor and evaluate the impact of this policy on different pupil groups by gender, ethnicity (including black and minority ethnic, Gypsy, Roma and Traveller and EAL pupils), SEN and disability, looked-after children, and Free School Meals/Pupil Premium in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice-related bullying and all forms of bullying
- Participation in extra-curricular activities

We also monitor the effectiveness of this policy in relation to the protected characteristics under the Equalities Act 2010 with regard to:

- Staff recruitment, career progression and retention
- Parental involvement
- Visits and visitors

At North Primary School and Nursery, we are committed to advancing equality, challenging all forms of bullying and stereotypes and creating an inclusive environment based on respect, tolerance, empathy and dignity for all. Any data we collect will be used to further these objectives. The school processes any personal data relating to equalities in accordance with its Data Protection Policy. We believe that diversity is an asset and strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **3. Promoting equality**

The school promotes equality in its day to day practice in the following ways.

### **Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To do this, we ensure that:

- There is equality of access for all pupils and teaching and classroom-based approaches are inclusive of all our pupils;
- All pupils are prepared for life in a diverse society;
- Pupils study global issues and the interdependence of the modern world;

- We use curriculum opportunities, images and materials that positively reflect the diversity of the school, local community and society;
- Based on the respect for diversity, we promote attitudes and values that challenge all forms of discriminatory behaviour, bias and prejudice wherever they occur;
- We provide opportunities for pupils to appreciate their own and others' cultures and identities;
- We seek to involve all parents in supporting their child's education;
- There will be opportunities within the classroom as well as the staffroom to explore concepts and issues relating to identity, equality, justice and all forms of discrimination and stereotyping.

## **Achievement**

At North, we have consistently high expectations of all pupils regardless of their background and identity. To secure the best possible outcomes, we recognise that:

- Adults in the school provide good, positive role models in their approach to all issues of equality and diversity;
- The particular needs of individual pupils and groups of pupils are identified and targeted interventions are used to narrow any gaps in achievement;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully in their own learning.

## **Admissions, attendance and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on the basis of any of the protected characteristics or socio-economic factors. Pupil attendance is continually monitored by ethnicity, gender and SEN/disability and by family and community background.

We only use exclusions as a last resort and these will always be in line with our Behaviour Policy. At North, we ensure that all our procedures for monitoring behaviour are fair and equitable to pupils of all backgrounds. We closely monitor any pupil exclusions for any patterns and trends and take action as appropriate.

## **School ethos and culture**

At North Primary School and Nursery we seek to create an inclusive and welcoming environment for all by promoting openness, tolerance, empathy and mutual respect. We recognise that those involved in the leadership of the school are particularly instrumental in demonstrating our school's ethos and values to all members of the school and wider community.

At our school we also ensure that:

- Reasonable adjustments will be made to enable equal access for pupils, staff and visitors with disabilities (including access to facilities and premises, teaching and learning, school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected, including through the School Council;
- Positive role models are used throughout the school so that different groups of pupils feel welcomed and included.

## **Staff recruitment, retention and professional development**

We are committed to the implementation of policies and procedures which benefit all employees and potential employees regardless of their identity and background in all aspects of recruitment, promotion and professional development.

In particular, we recognise that:

- All posts are advertised formally and are open to the widest pool of applicants;

- All those involved in the selection of candidates and recruitment are trained and aware of what they should do to ensure equality of opportunity;
- Steps are taken to encourage under-represented groups to apply for positions at all levels in the school in order to fairly reflect the communities we serve;
- The composition of staff, applications for employment and training and access to opportunities for professional development is monitored on equality grounds;
- All staff inductions cover the school's equalities policy and practice;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to ensure conformity with legislation and the impact of policies are kept under regular review.

### **Countering and challenging harassment and bullying**

We counter and challenge all types of discriminatory behaviour and bullying in our school. To do this effectively:

- Procedures are in place for recording, investigating, reporting and dealing with any prejudice-related incidents and bullying and all forms of harassment and discrimination;
- Pupils, parents, carers and staff are all made aware of the procedures for dealing with any prejudice-related incidents and all forms of bullying and harassment;
- All staff are trained and supported in dealing firmly, consistently and effectively with any prejudice-related incidents and all forms of bullying and harassment;

Discriminatory behaviour includes:

- Physical assault against a person or group because of any or a combination of their protected characteristics, such as ethnicity, gender, gender identity, sexual orientation, age, disability, religion/belief or pregnancy/maternity;
- The use of derogatory names, insults and jokes;
- Verbal abuse and threats;
- Prejudice-related graffiti;
- Bringing discriminatory materials into school;
- Incitement of others to discriminate or bully on the grounds of any or a combination of a person's protected characteristics;
- Ridiculing a person or a group for their identity and/or cultural difference;
- Refusing to cooperate with other people on the grounds of prejudice and stereotyping.

### **Working with parents/carers and the wider community**

North Primary School and Nursery aims to work in partnership with parents and carers and the wider community. We:

- Take action to encourage the involvement and participation of all parents and carers in the life of the school;
- Maintain good channels of communication; e.g. through the North School Association (NSA), regular parent consultation events, parent newsletters and surveys, and parent governors;
- Ensure that information and materials for parent and carers are fully accessible and in user-friendly language, including in languages and formats other than English as appropriate;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils from abroad, within the UK and other schools, including EAL, Gypsy, Roma and Traveller pupils or pupils with disabilities, are made to feel welcome.

### **Responsibility for promoting equality for all**

In our school, all members of the school community have a responsibility for promoting equality for all. In particular,

**The Governing Body** has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality action plans and objectives are easily identifiable (e.g. within the School Improvement Plan, the school's Accessibility Plan or as stand alone documents);
- Any actions, procedures, strategies and objectives related to the policy are implemented;
- A designated governor monitors, on behalf of the governing body, all prejudice-related incidents or any incidents in breach of this policy, and ensures that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership team** have responsibility for:

- Providing leadership and vision, in partnership with the governing body, in regards to the promotion of equality;
- Overseeing the implementation of this policy and any actions related to it;
- Co-ordinating the activities related to the promotion of equality and evaluating their impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's equalities policy, action plans and objectives;
- Promoting an inclusive and collaborative ethos in their classroom;
- Dealing with prejudice-related incidents and incidents of discrimination and harassment, and knowing how to identify and challenge bias and stereotyping; (appendix 1)
- Ensuring they do not discriminate on grounds of any of the protected characteristics, including ethnicity, gender, gender identity, disability, sexual orientation, age, religion/belief, and pregnancy or maternity as appropriate, and socio-economic background; (appendix 2)
- Keeping up to date with equalities legislation.

Appendix 1: **DEALING WITH AND REPORTING RACIST INCIDENTS**

Appendix 2: **PROMOTING GENDER EQUALITY**

<p><b>Date of last review:</b> 17.06.19</p> <p><b>Ratified by Full Governing Body:</b> 27.06.19</p>
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## APPENDIX 1

### DEALING WITH AND REPORTING RACIST INCIDENTS

The Code of Practice on reporting and recording racist incidents (issued by the Home Office in 2000) states that:

- Schools should themselves handle low level, daily occurrences.
- Each school should record all racist incidents, including the date, the name of perpetrators and victims, the nature of the incident and action taken in response.
- Parents and Governors should be informed of the number and nature of such incidents and the action taken to deal with them.
- Governing bodies should inform LA's in line with their published reporting procedures.
- Schools should always advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.
- Schools should pass on information about serious and / or persistent incidents or perpetrators to the police as this may provide useful intelligence.
- Although minor incidents may not result in court proceedings, it is still important to log these incidents.

#### What do we understand by a racist Incident?

The Stephen Lawrence Inquiry report defines a racist incident as: *Any incident which is perceived to be racist by the victim or any other person.*

An expression of racism in whatever form can be considered to be a racist incident. Perpetrators of a racist incident could be any member of the school community. A racist incident may not have a specific target or victim and may include telling a racist 'joke', chanting, graffiti or wearing racist insignia. A racist incident can be distinguished from a 'racial' incident which involves conflict between individuals or groups perceived to be 'racially' different.

#### Examples of types of racist behaviour

- ◆ Physical harassment includes physical assault against a person or group because of colour, race and / or ethnicity. This includes 'minor / intimidation' which may be cumulative in effect. Hiding a pupil's bag, destroying a piece of work, nudging and pushing in a line are all examples of this type of harassment.
- ◆ Verbal harassment includes incitement of others to behave in a racist way, derogatory name calling, verbal abuse and threats, insults, racist 'jokes' and language directed against individuals and / or groups of people. This also includes ridicule of a person's speech or background or culture. It may also include 'off the cuff' remarks about certain racial groups during lessons.
- ◆ Non-cooperation / disrespect includes a refusal to show respect to pupils, students or teachers because of their race. Forms of disrespect may relate to cultural and religious differences such as food, music and dress. Other examples include provocative behaviour such as wearing racist badges or insignia. Some forms of disrespect can also be inadvertent. For example, certain actions may result from a lack of knowledge or awareness on the part of both teaching staff and pupils with regard to an individual pupil's cultural / religious practice which makes the victim feel harassed or uncomfortable.
- ◆ Other incidents may include racist graffiti, bringing racist material such as leaflets, comics, magazines or computer software into school, attempting to recruit other pupils and students to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

#### Key actions following a racist incident

In response to any incident perceived as racist, we take the following key actions:

- ◆ Take appropriate immediate action to deal with the incident
- ◆ Notify the Headteacher

- ◆ Record the incident on the appropriate form
- ◆ Investigate and take written statements as appropriate
- ◆ Provide support for victim(s).
  - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.
  - the headteacher informs and talks with the parents / carers of victims to explain the action taken and discuss the matter with them.
  
- ◆ Counsel and discuss incident with perpetrator(s).
  - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable
  - In serious cases and where the perpetrator repeatedly behaves in a racist manner, the headteacher informs and meets the parents / carers of perpetrators to explain the action taken and discuss the matter with them.
- ◆ Deal appropriately with the perpetrators
  
- ◆ Always advise the police:
  - Of racist incidents that are categorised as crimes, including serious and / or persistent verbal bullying and assault; and incitement of others to behave in a racist way;
  - About serious and / or persistent incidents or perpetrators.
- ◆ Take appropriate action in accordance with the school's behaviour and discipline policy.
- ◆ Address specific issues that have occurred through the curriculum.

## APPENDIX 2 PROMOTING GENDER EQUALITY

In accordance with our school's mission statement and our Equalities Policy we welcome the statutory *Public Sector Equality Duty* and will carry out our functions with due regard for the need to:

- *Eliminate unlawful discrimination & harassment on the grounds of sex*
- *Promote equality of opportunity and*
- *Foster good relations across all protected characteristics, including sex and gender reassignment*

We set out and review our practice with regard to promoting gender equality in our equality objectives and annual Action Plan which is within the School Improvement Plan.

At North Primary we understand that in some circumstances it may be appropriate to treat girls and boys, or female & male staff differently, if that action is aimed at overcoming disadvantage and advancing gender equality.

All members of the school community need to develop an appropriate understanding of, and act in accordance with, the objective of promoting gender equality. To this end, the head teacher, the senior management team and the governing body work together to ensure that:-

- Staff recruitment, training opportunities, pay and working conditions reflect and promote gender equality
- The curriculum, teaching & learning, classroom organisation, assessment, behaviour management, school trips & extracurricular activities are free from gender stereotyping and promote gender equality
- Sex and relationships education plays a key role in challenging prejudice, gender stereotyping, discrimination and violence against women and girls
- School policies are assessed for any impact on gender equality
- The devastating and often long-term impact of any domestic violence on staff or pupils is understood and dealt with sensitively, confidentially and sympathetically
- Incidents of sexual or sexist bullying or sexual harassment will not be tolerated and are dealt with promptly and in accordance with the relevant policies
- All staff will have the opportunity to receive relevant training on understanding and advancing gender equality
- All members of the school community are aware of the responsibility to meet the Public Sector Equality Duty and are consulted on relevant issues

Our action plan has led us to make the following changes in our school to promote gender equality:-

- In Foundation Stage and throughout Key Stages 1 and 2 gender stereotypes/prejudices are challenged through a range of initiatives. Specific examples include statements made by pupils such as; *pink is a girls colour, babies are for girls, that's so gay.*
- In Foundation Stage when pupils are able to choose their own activities, boys are specifically encouraged into the writing corner while girls are encouraged to use building blocks & construction toys.
- Jobs are always referred to as non-gender specific; policemen/women, male/female nurses and opportunities are used to challenge gender stereotypes. During the recent school expansion, for example, films were shown of women in the construction industry.
- Boys and girls are equally represented on the school council & in the roles they perform.
- After school clubs are open to all and non-gender specific choices are particularly encouraged. For example boys play netball & girls play tag rugby.
- The characters in school plays are open to both genders; and a recent play, for example, featured boys as angels.

The school governors are responsible for reviewing Gender Equality and do this through the Governor Monitoring Plan annually.