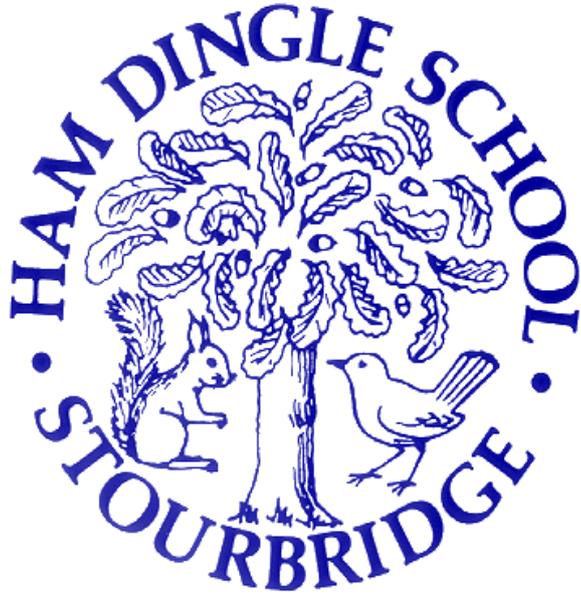


Ham Dingle Primary School



Equality Policy Statement

Responsibility for monitoring this policy: Ms D Hunt

Review Annually

Updated February 2019, Reviewed by - George Craig (Chair of Governors)

Proposed by.....Mrs J Grace (Headteacher)

Approved by Governing Body.....Mr George Craig Chair of Governors)

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Introduction

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Ham Dingle Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and people who do not share it

We recognise the following characteristics are protected characteristics:

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

In addition the school also monitors the following characteristics:

- SEN
- Looked after or previously looked after children/ those adopted from care
- Vulnerable groups identified as Pupil Premium

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing body will:

- Ensure that the school complies with equality legislation, that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors annually

In partnership with the Senior Team:

- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with LA guidance.
- Ensure that all visitors and contractors conduct themselves appropriately

It is the SEND -Co Leader's responsibility to:

- Follow guidance on joint planning and commissioning of appropriate provision.
- Implement the policy and its strategies and procedures.
- Ensure that all staff receive appropriate and relevant continuous professional development
- Ensure that all reasonable adjustments are made to ensure equality of opportunity for
- all children with Special Educational Needs or Disability.

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment, bullying and discrimination.
- Address all incidents caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote inclusion, equality and diversity and do not discriminate on grounds of any protected characteristics.
- Promote an inclusive curriculum and whole school ethos which reflects our attitudes and beliefs on inclusion, equality and diversity.
- Keep up to date with equality legislation and developments.
- Attend relevant training and access information from appropriate sources.
- Have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community. This may also include schools funding transport for coaches in order to facilitate the trip.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

<p>Objective 1: Raise greater awareness of other faiths through assemblies, visits from faith leaders or funded visits to places of worship.</p>	<p>Why we have chosen this objective: Pupils visit some places of worship but other opportunities are limited. We want to develop a good understanding of different faiths and cultures and celebrate all festivals as a community.</p>
<p>To achieve this objective, we plan to:</p> <ul style="list-style-type: none"> ▪ Invite different faith leaders in to school for assemblies/lessons ▪ Reflect a variety of religious festivals and celebrations in our assemblies and productions to parents. 	
<p>Progress we are making so far towards this objective:</p> <ul style="list-style-type: none"> ▪ We have a planned schedule of school assemblies across the academic year on different faiths and religious celebrations 	
<p>Objective 2: Incorporate equality consideration when planning events/activities and on pre visit and risk assessment forms for trips completed by staff</p>	<p>Why we have chosen this objective: Currently there is no mechanism to evidence this takes place or that appropriate consideration is given when planning activities</p>
<p>To achieve this objective, we plan to:</p> <ul style="list-style-type: none"> ▪ Amend planning/pre visit form to include equality considerations ▪ Amend form uploaded to Evolve when staff conduct risk assessments 	
<p>Progress we are making towards this objective:</p> <ul style="list-style-type: none"> ▪ Discussion has taken place with EV coordinator (Assistant Head) 	
<p>Objective 3: To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition and for parents</p>	<p>Why we have chosen this objective: In the last year the school has received increasing number of children with little or no English on arrival where previously the school has had very little experience of supporting non-English speakers</p>
<p>To achieve this objective, we plan to:</p> <ul style="list-style-type: none"> ▪ Amend planning to deliver specific phonics and early reading/ language acquisition to enable children to rapidly integrate with their peers ▪ Improve communications with non-English speaking parents through interpreters and language specific communications 	
<p>Progress we are making towards this objective:</p> <ul style="list-style-type: none"> ▪ Translate button on school website and app installed on ipads ▪ Pupils join intensive Phonics sessions until they are able to sound and blend words 	

9. Monitoring arrangements

The governing body will update the equality information we publish every year. This document will be reviewed by governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Risk assessment
- Policy for visiting speakers

Total number of pupils on roll at the school: 403 Age of pupils: 4 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

The profile of our school

Gender: 48% male, 52% female

Pupils eligible for Free School Meals (FSM): 13.2 %

Pupils eligible for Pupil Premium Finding – Disadvantage group: 18%

Pupils with Special Educational Needs (SEN) 6.7 %

Pupils with English as an Additional Language (EAL): 15 %

Looked after children: 0.74%

Race/Ethnicity	%
Any other Asian background	0.74
Any other White background	0.24
Black - African	3.0
Chinese	0.24
Indian	0.5
Pakistani	16.9
White - British	70.71
White and Asian	3.47
White and Black African	0.99
White and Black Caribbean	0.99
White Eastern European	0.75
White other	0.5
Yemini	0.24