

Plaistow Primary School

Equality Policy and Objectives



This policy was reviewed by Governors

Signed by: June Thomas

Chair of Governors

Signed by: Dean Benoit

Head Teacher

Date: Summer 2021

Date of Next Review: Summer 2024

Equality Policy

Plaistow Primary is an inclusive school where we focus on the wellbeing and progress of every child, and where all members of our community are of equal worth.

We want to create an equitable, high-performing school (and workplace) which gives people from all backgrounds the support they need to thrive, grow and meet their goals (whatever they may be). We use the term 'equitable' instead of 'equal' because we're focused on giving everyone what they need to be successful. Equality means treating people the same, but that only works if everyone starts from the same place and needs the same help. We recognise that this is not always the case, and that it is our responsibility to acknowledge these differences and give tailored support.

We believe that the Equality Act 2010 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.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The purpose of this Policy is to set out how our practice and policies pay due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of access and opportunity within our school and within our wider community
- promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins
- ensure that equality and inclusive practice are embedded across all aspects of school life; the Equality Policy includes recognition of a range of educational, wellbeing, and material outcomes

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our Commitment

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our Equality Policy is inclusive of our whole school community – pupils, staff, parents, carers, visitors and partner agencies.

Intolerance and discrimination of any kind is wrong and we will not tolerate such attitudes among staff members, visitors, parents, carers or pupils. Staff, when they encounter it or when it is brought to their attention, will always challenge discriminatory or intolerant attitudes and behaviours, and will be supported to do so by the Head Teacher and Governors. The school will make a substantial effort to promote equality of opportunity for all and encourage good relationships with all cultural and racial groups.

We take an anti-racist stance, whereby we actively oppose racism and promote racial tolerance. We recognise, value and celebrate difference in its many forms, and ensure that our curriculum reflects this. We will ensure that the teaching anti-discrimination is a prominent focus of our curriculum.

We believe that learning about cultures and religions of the world helps our pupils to understand their own world and their place in it. By learning about how others live their lives, pupils show greater empathy and tolerance towards others. We understand the importance of a curriculum that represents the world around us, both at present and historically, and the importance of seeing differences reflected in all areas of our teaching and learning.

The school aims to ensure that it is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. The school is committed to promoting equality of opportunity for all, regardless of gender, age, race, belief, sexual orientation or ability.

We are committed to delivering effective Relationships, Health and Sex Education (RHSE) as we believe it is essential in order for young people to be able to make responsible and wellinformed decisions about their lives.

No member of staff, prospective member of staff, visitor, parent, carer or pupil will receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, ability, marital status or religious or political beliefs.

Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- **The dignity of the human person.**
- **Valuing difference and diversity.**
We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- **Interdependence, interaction and influence.**
We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- **Social cohesion within our school and within our local community.**
- **Excellence.**
We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- **Personal and cultural identity.**
We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Fairness and social justice.**
We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Role and Responsibilities

Our Head Teacher will...	Our Governing Body will...
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<ul style="list-style-type: none"> ● Ensure that all adults and children within our school community are aware of our Equality Policy ● Oversee the effective implementation of the policy ● Ensure staff have access to training which helps to implement the policy ● Ensure that the school's actions are in line with the best advice available, through partnerships with external agencies ● Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information ● Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it ● Lead Equalities and Access on a day-to-day basis 	<ul style="list-style-type: none"> ● All governors will take responsibility for the Equality Policy ● Ensure that the objectives arising from the policy are part of the School Improvement Plan ● Support the Headteacher in implementing any actions necessary ● Engage with parents and partner agencies about the policy ● Evaluate and review the policy annually and the objectives every 4 years
<p>Our school staff will...</p>	<p>Our Senior Leadership Team will...</p> <ul style="list-style-type: none"> ● Have responsibility for supporting staff in implementing this policy ● Provide a lead in the dissemination of information relating to the policy ● With the Head Teacher, provide advice and support in dealing with any incidents and issues ● Assist in implementing reviews of this policy as detailed in the School Improvement Plan
<ul style="list-style-type: none"> ● Be involved in the development of the Policy ● Be fully aware of the Equality Policy and how it relates to them ● Understand that this is a whole school issue and support the Equality Policy ● Make known any queries or training requirements 	<p>Our parents will...</p>
<p>Our pupils will...</p>	<ul style="list-style-type: none"> ● Be given accessible opportunities to become involved in the development of the Policy ● Have access to the Policy through a range of different media appropriate to their requirements ● Be encouraged to actively support the Policy ● Be encouraged to attend any relevant meetings and activities related to the Policy ● Be informed of any incident related to this Policy which could directly affect their child
<ul style="list-style-type: none"> ● Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability. ● Be expected to act in accordance with the Policy ● Be encouraged to actively support the Policy 	

Our Staff

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff, and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators.

We interpret our duties positively, take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Responding to Prejudice and Bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with differences of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or ability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All hate incidents and prejudice-based bullying are reported to the responsible teacher who investigates these incidents and logs it on the Racist Incident Tracker. The responsible teacher and the Head Teacher offers support to victims and speaks to perpetrators. Parents of all children involved are called to a meeting with the designated teacher and/or the Headteacher as soon as possible. All incidents are formally reported to the governing board.

Implementation, Monitoring and Reviewing

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

This policy will be discussed at governors' meetings and in staff meetings. We will have an ongoing dialogue with parents and other stakeholders through discussions and newsletters.

Our Diverse School Community

In line with the PSED (Public Sector Equality Duty) of the Equality Act 2010 we publish the following data:

Characteristic	Plaistow Primary School Breakdown
Number of Pupils	421 (50% male 50% female)
Number of Staff	69 (7% male 93% female)
Number of Governors	11 (27% male 73% female)
Religion	65% Muslim 19% Christian 3% Hindu 1% Buddhist 5% Other Religion
Attainment on Entry	Exceptionally Low
Pupil Mobility	High
Pupils Who Attract Pupil Premium	12%
Ethnicity	We have 26 recorded ethnicities: 16% Bangladeshi 6% Pakistani 5% White Eastern European 3% Indian 2% White British
Languages	93% English as an Additional Language (EAL) We have 34 different languages spoken
Special Educational Needs	School Support (K support and funded): 88 (61% male 39% female) Education Health Care Plans: 8 (63% male 37% female)
Average Attendance Rate	98.11%

Equality Goals and Objectives

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that it is unlawful for schools to discriminate against children and staff, or treat them less favourably, because of their gender, race, ability, religion or belief, gender, sexual orientation, pregnancy or maternity.

We strive to comply with the Public Sector Equality Duty. This requires us to:

1. Eliminate unlawful discrimination, harassment and victimisation;
2. Advance equality of opportunity between different groups;
3. Foster good relations between different groups.

Goal One:

The curriculum is inclusive of all pupils and deepens their understanding of protected groups

Links to Duties	Actions and Success Criteria What will it look like when we're successful?	Time Frame for Key Milestones
1, 2, 3	<p>We actively seek diverse representation in all aspects of our curriculum.</p> <p>We find opportunities to teach anti-racism and anti-discrimination.</p> <p>We range beyond the National Curriculum to promote the importance of Black history and history relevant to our diverse community.</p> <p>Children demonstrate inclusivity in their work and play.</p> <p>We celebrate the differences in our community, and join wider celebrations nationally and internationally (such as World Autism Awareness Week).</p> <p>Children demonstrate that they have an increased understanding of others' needs. For example, they know that sometimes we have</p>	<p>2020/2021: Create and implement</p> <p>2021/2022: Review and embed</p> <p>2022/2023: Review and refine</p>

	<p>to treat others differently to be fair and inclusive.</p> <p>All policies have been reviewed and updated so that they are fit for purpose with the current direction of the school.</p>	
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Goal Two:

Attainment and progress gaps between key groups across all subjects narrow

Links to Duties	<p>Actions and Success Criteria What will it look like when we're successful?</p>	Time Frame for Key Milestones
2	<p>We have a clear 'minimum entitlement' that all children are able to access and fully enjoy, alongside additional enrichment opportunities.</p> <p>We have a data system which allows us to monitor and analyse pupil achievement and progress by key ethnicity groups, gender and SEND.</p> <p>We act upon any trends or patterns in our data that require additional support for pupils or highlight training needs for staff.</p> <p>Teachers demonstrate that they are aware of key groups specific to their class and those key groups' individual needs.</p> <p>Children with SEND receive quality first teaching from their class teacher, which is supported by teaching assistants.</p> <p>Pupil voice shows that all children feel they can access the curriculum and feel they make good progress in their learning.</p> <p>All policies have been reviewed and updated so that they are fit for purpose with the current direction of the school.</p>	<p>Termly Pupil Progress meetings</p> <p>2020/2021: Create and implement</p> <p>2021/2022: Review and embed</p> <p>2022/2023: Review and refine</p>

Goal Three:

There are good relations between different groups within the school community

Links to Duties	Actions and Success Criteria What will it look like when we're successful?	Time Frame for Key Milestones
2, 3	<p>Parents are properly consulted on key changes and developments, and that their point of view and opinions are heard, respected and appreciated.</p> <p>We use attainment and progress data to target specific groups within our community, and find ways in which to engage with families within those groups.</p> <p>We reach all parents in terms of communication from the school, so that no groups are at a disadvantage.</p> <p>We seek to ensure we have translators on our staff team, for the range of languages spoken within our community.</p> <p>Our staff represent our school community, in terms of gender, religion and ethnicity. Our recruitment policies have been reviewed with this in mind.</p> <p>All colleagues have development and leadership opportunities, regardless of their belonging to a protected group.</p> <p>The Governing Body is reflective of the school community, is diverse and representative of all groups across society, celebrating and valuing those with protected characteristics.</p> <p>We celebrate the differences in our community, and join wider celebrations nationally and internationally (such as World Autism Awareness Week).</p> <p>All policies have been reviewed and updated so that they are fit for purpose with the current direction of the school.</p>	<p>2020/2021: Create and implement</p> <p>2021/2022: Review and embed</p> <p>2022/2023: Review and refine</p>