



Equality Policy

Miss S. Whittaker

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Approved by Governors: 2.7.18

To be reviewed summer 2019

EQUALITY POLICY

Beck Primary School has developed this Single Equality Policy to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life including the treatment of pupils and prospective pupils, parents and carers, employees and members of the local community.

The Equality Act 2010 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 act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

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

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

By placing an equality perspective in our policies and practice, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

This Equality Policy sets out the overarching principles of our approach to meeting the general and specific requirements of the Equality Act and in creating an inclusive whole school environment.

Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at Beck should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Beck School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010).

Our strategic priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- To ensure all pupils maximise achievement
- To continue to build our expertise in inclusion for pupils with more complex special needs
- To continue to make our school more accessible to disabled users
- Keeping up to date with the law on discrimination
- Ensuring equal sporting opportunities for all pupils

We also intend to build on our successes so far:

- Continue to build on our inclusive practices
- Maintain and improve our attendance levels
- Maintain and improve achievement of our SEND pupils

How we will meet the General and Specific Duties

This Equality Policy and its Action Plans on race, disability and gender for our school set out the specific actions that will be carried out to meet our duties. (See attached appendix – Equality Action Plan)

Leadership

All staff and Governors at the school are responsible for the implementation of the Equality Policy.

Governors are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the Equality Policy and its procedures are followed.

The Headteacher is responsible for:

- ensuring the school Equality Policy and its procedures are followed

- ensuring the Equality Action Plan is readily available and that Governors, staff, pupils and their parents and guardians know about it
- producing regular information for staff and governors about the Action Plans and how they are working
- ensuring that all staff know their responsibilities and receive training and support when carrying these out
- taking action in cases of harassment and discrimination, including racist bullying
- taken action in cases of homophobic bullying and bullying related to gender or disability

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- taking up training and learning opportunities
- making reasonable adjustments within school for disabled pupils

Involvement

In developing our Equality Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and staff.

- Pupils' views are gathered during Circle times and SEALs lessons, through the Pupil Voice and the Index for Inclusion exit questionnaire.
- A disabled academy employee was consulted for her opinions.
- Parents have been consulted through responses to an Equalities questionnaire.

The views gathered were mainly positive with such comments as:

“A huge thank you to our son’s teachers who inspire him so much.”

“There are rules that are set so that all people are treated well.”

“I get a chance to speak about what my daughter does and any concerns I have.”

“Problems were able to be discussed amicably with future actions agreed upon.”

Eliminating harassment and bullying

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

Bullying and its unacceptability feature frequently in assemblies, SEALs lessons and Circle Times. Our school has a positive ethos which was commented upon by Investors in People:

“The overall impression throughout the visit was extremely positive and welcoming. Beck is clearly a very special place and much of what they do is exemplary.”

Training

We provide equality in all aspects of training for example EAL/SEND through:

- INSET
- Staff attending courses

Information gathering

We are required to gather information on the effect of our policies and practices in particular:

- The extent to which equality between pupils is promoted.
- The extent to which equality between staff is promoted.
- The extent to which the curriculum and other school activities take race, disability and gender into account.

Information gathering includes;

- The profile of our workforce
- Attainment levels
- STAT online
- Bullying/Racist incident reports
- The composition of our Governing Body

Procurement and Contractors

We take all reasonable steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices.

We ensure this by using LA approved contractors.

Visitors to the school

We take all reasonable steps to ensure that visitors to our school, including parents, are adhering to our commitment to equality.

We challenge any discriminatory behaviour.

Publishing the Policy

Our policy is published on our website, and paper copies are available on request from the office.

Annual reporting

We publish annually a report that will be available to all interested stakeholders. This will be included in the School Profile and on the school website.

The report will include:

- Progress against the action plan

- The results of information gathering
- What has been done with the information gathered

Reviewing and revising the Equality Policy and action plan

We review progress against the policy and action plan every year; we revise the policy annually and the action plan every three years or in line with new legislative developments arising from the Equality Act.

Policy commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to be positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is 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.

Promoting Equality: The ethos and culture of the school

- At Beck School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the social, 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. Pupils are given an effective voice through the Pupil Voice and pupil perception surveys, and there are regular opportunities to engage with pupils about their learning and the life of the school through target setting meetings and SEND reviews;

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination in order to ensure equality of opportunity.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Beck School works in partnership with parents and carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.