

2018

## **North Denes Primary School Whole School Equalities Policy**

North Denes 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.

This policy subsumes and replaces all previous policies pertaining to equality: e.g. Racial Equality, Disability & Race Equality Schemes. It applies equally, where applicable, to adults<sup>1</sup> and children in school

### **Legal framework**

1. North Denes Primary School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:
  1. Age
  2. Sex
  3. Race
  4. Marriage and Civil Partnerships
  5. Pregnancy and Maternity
  6. Gender reassignment
  7. Disability
  8. Sexual Orientation
  9. Religion or belief.

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

### **Guiding principles**

4. In fulfilling the legal obligations cited above, we are guided by seven principles:

- 1. All learners are 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 and whatever their sexual orientation.

- 2. We recognise, respect and value difference and understand that diversity is strength.**

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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<sup>1</sup> Adults in any capacity working in school: paid staff, governors, volunteers and parents and carers.

**3. We foster positive attitudes and relationships.**

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**4. We foster a shared sense of cohesion and belonging.**

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.**

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

**6. We have the highest expectations of all our children.**

We expect that all pupils can make good progress and achieve to their highest potential.

**7. We work to raise standards for all pupils, but especially for the most vulnerable.**

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **The curriculum**

5. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:
- Understand and celebrate diversity in all its forms;
  - Learn about racial equality in a variety of curriculum areas (e.g. PHSE, Science, RE, Art and English);
  - Develop an understanding of global citizenship;
  - Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
  - Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
  - Develop an understanding and appreciation of other religious beliefs and cultures;
  - Recognise and challenge prejudice and discriminating attitudes and behaviour;
  - Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

## **Ethos and organisation**

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices.

## **Addressing prejudice and prejudice-related bullying**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
- Prejudices around disability and special educational needs
  - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
  - Prejudices reflecting sexism and homophobia.

8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. **Appendix 2 Incident Form**

### **Roles and responsibilities**

9. The **governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

10. The Chair of the **governing body** has a watching brief regarding the implementation of this policy.

11. The **headteacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

12. The **leadership team is responsible for:**

- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these in detail to the Headteacher
- monitoring the progress of minority group children, including those on free school meals and from less economically affluent families
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

13. **All staff** are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

14. **Visitors and Contractors** are expected to be aware of, and comply with, the school's equality policy.

### **Information and resources**

15. We ensure that the content of this policy is known to all staff and members of the governors and, as appropriate, to all pupils and their parents and carers.

16. All staff, members of the governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

19. We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

### **Monitoring and review**

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate.

22. The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

23. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

24. As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

25. Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

26. The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

Headteacher: Debra Whiting

Chair of Governors: Jacqui Ridpath

**Protected Characteristics<sup>2</sup> Incidents: Yearly Report Form**

**Autumn / Spring / Summer Term**

**Year:**

**School:**

**DFE number:**

I confirm that there have been  Protected Characteristic Incidents altogether during the school year. The breakdown down is as follows:

	on race		on disability		relating to homophobia
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I enclose a copy of the relevant pages from the Protected Characteristic Incidents Log-Book.

**(Please complete this form even if there are no incidents reported this year)**

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The Equality Act 2010 requires schools as from April 2012 to publish information to show their compliance with the Act. This does not include a duty to report incidents to the Local Authority but to do so would be one way for schools to demonstrate their awareness of equality legislation and the due regard they are required to have.

Reporting will also enable the Local Authority any areas of particular concern and also to provide appropriate advice and support to schools and to promote good practice

The following three questions are asked to provide the LA with information on positive steps taken by schools and on any further guidance needed.

**In using this information, no reference will be made to individual schools**

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<sup>2</sup> **These are age, disability, ethnicity and race gender, gender identity and transgender, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation.**

Age and marriage and civil partnership are deemed not to be relevant to pupils/students but are relevant to staff.

**Do you feel any responses have been particularly effective in dealing with protected characteristic incidents?**

**Have any particular steps been taken this term to deter protected characteristic incidents from occurring in the school?**

**Are there any issues relating to dealing with Protected Characteristic incidents and or harassment on which you or your staff would like advice, information, or training?**

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_



**NDPS**  
**SCHOOL BULLYING RECORD**

1. School/Establishment

2. Date and time incident reported

3. Person who reported incident

Victim       Other (please specify)

4. Type of incident (please tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Intimidation/coercion</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Graffiti</i>	<input type="checkbox"/>
<i>Other (please specify)</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Racism/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Transgender</i>	<input type="checkbox"/>
<i>Faith, Religion or Belief</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Child (LAC/CiC)</i>	<input type="checkbox"/>

*\* Reminder: These incidents should be recorded separately.*

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code (refer to school census data)	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim      **P** Perpetrator(s)      **A** Associate      **B** Bystander

5. Have parents/carers of victim been informed?  Yes  No

Have parents/carers of perpetrators been informed?  Yes  No

Repeat victim?  Yes  No

6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

Yes  No

Known details:

Repeat perpetrator?

Yes  No

8. Summary of Agreed Action (including future preventative work)

Record completed by  
Date

Signature of Designated Member of SLT