

EPSOM PRIMARY and NURSERY SCHOOL

SINGLE EQUALITY POLICY

Date of issue: Spring 2019

Owner: Deputy Head – Inclusion

Date of review: Spring 2020

Governor: CFC

Signed..... Date.....

Introduction

This Equality Policy for Epsom Primary and Nursery School brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions with the whole school community. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes and notes the rights set out in the UN Convention on the Rights of the Child.

At Epsom Primary and Nursery School we foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, gender, socio-economic background and special educational needs and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Epsom Primary and Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Aims

- We promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, and ethnic origins.
- We do not discriminate against anyone, whether staff, pupil, parent or carer, on the grounds of ethnicity, religion, attainment, age, disability, gender, sexual orientation or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently by making reasonable adjustment according to need.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Teaching and learning

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

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- 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 recognize 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 recognize 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.

In order to do the above and to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, socio-economic background, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer

duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the Law

Race Equality

We adhere to the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

In our school, we will:

- Strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Any incident of racial discrimination by any member of the school community will be dealt with in accordance with school procedures (see Behaviour Policy).

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school e.g. Language of the Month.

Disability (also see Special Educational Needs Policy and Accessibility Plan and Disability Equality Scheme)

Definition of disability

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Teachers modify teaching and learning, and in some circumstances space and environment as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment. Any incident of discrimination by any member of the school community against disabled children will be dealt with in accordance with school procedures.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Gender Equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under the general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Sexual orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Roles and Responsibilities

The role of governors

The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex, socio-economic background or disability.

The role of the Head of School

It is the Head of School's role to implement the school's Single Equality Policy and she is supported by the Governing Body in doing so.

It is the Head of School's role to ensure that all staff are aware of the Single Equality Policy, and that teachers apply these guidelines fairly in all situations. The Head of School ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head of School promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Head of School treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Policy. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head of School.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The role of pupils

All pupils will treat each other and all adults fairly and with respect.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our school environment.

All staff will deal with any discriminatory incidents that may occur. They know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head of School where necessary. All incidents are reported to the Head of School and racist incidents are reported to the Governing Body on a termly basis and Local Authority annually.

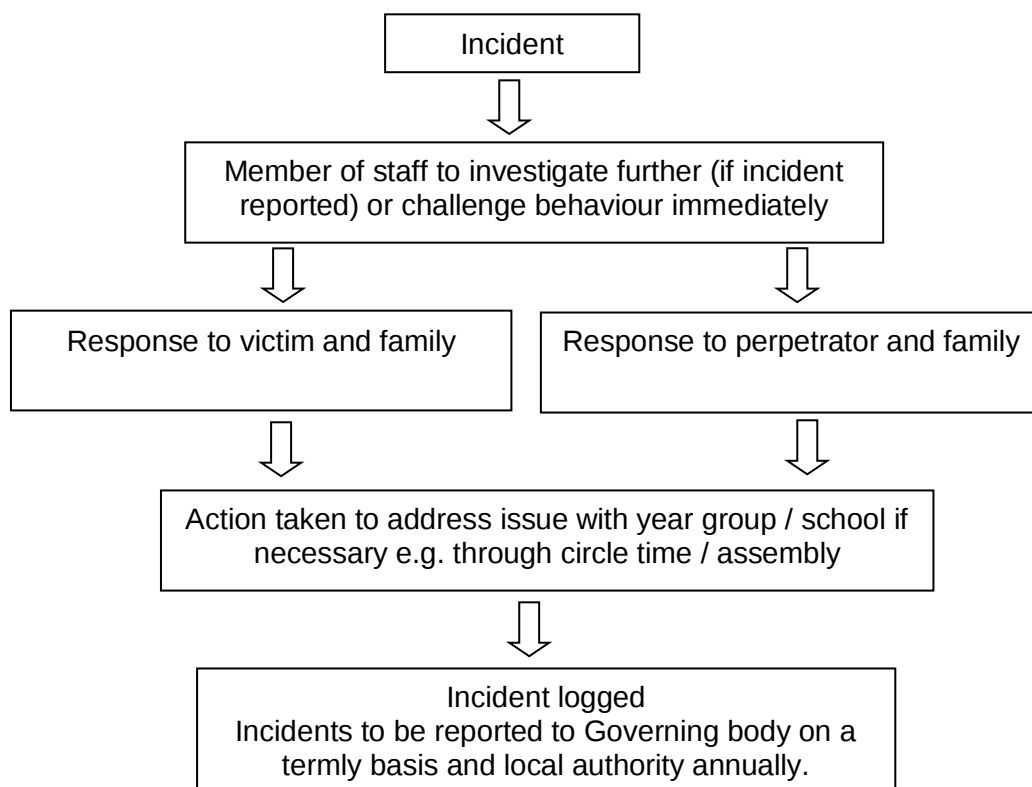
What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.



We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, socio-economic background and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the policy

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish this Single Equality Policy on the school website;
- Raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Review

The Single Equality Policy will be reviewed on an annual basis alongside the Action Plan.



Epsom Primary and Nursery School

Single Equality Action Plan Jan 18 – Jan 21

(Race, Disability, Gender, Sexual Orientation, Age, Religion or Belief, Community Cohesion)

Equality Strand	Action	Monitoring	Responsibility	Timeframe	Outcome
Disability	To support SEN and disabled pupils in the period of transition between home settings and our school nursery and between Nursery settings and our school nursery to ease the stress of moving and increase familiarity with new surroundings.	Report on transition arrangements in Inclusion Report to Children and Families Committee.	Deputy Head – Inclusion	June - July annually	SEN and disabled pupils experience a successful transition into our school nursery and/or Reception class.
Disability	To support SEN and disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.	Report on transition arrangements in Inclusion Report to Children and Families Committee.	Deputy Head – Inclusion	June - July annually	SEN and disabled pupils experience a successful transition between primary and secondary school
Disability	To ensure the school environment is accessible for children with physical disability that requires them to use a wheelchair/wheeled walking frame.	Access and disability plan.	Deputy Head – Inclusion	July annually	Children with a physical disability can access the school environment.
Race, Disability, Gender, Community Cohesion	Ensure reasonable adjustments and appropriate provision to enable achievement for all groups to be at expected or beyond standard.	Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.	Deputy Head – Academic	Termly	Achievement for all groups is at expected or beyond standard.
Race, Disability, Gender and Community Cohesion	Ensure attendance of ethnic minority, SEND and gender groups is monitored and is equal to or above whole school percentage. The school will collect and analyse evidence and data on children's attendance and participation by race, gender, socio-economic background and disability, and use this to inform strategies to raise achievement.	Pupil achievement for poor attenders is monitored by race, gender, socio economic background and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed. Data report to the Curriculum and Achievement Committee.	Safeguarding and Attendance Leader Deputy Head – Academic	Termly	Termly analysis of data demonstrates the gaps are narrowing for children with poor attendance.
Race, Disability, Gender, Community Cohesion	To increase parental engagement, especially hard to reach groups, to ensure that pupils attendance, punctuality and achievement is maximized.	Weekly learning updates, year group welcome meetings, targeting parents for workshops and class teachers to monitor completion of home learning on a weekly basis.	SLT and all staff	Ongoing	Increase in parental engagement

Equality Strand	Action	Monitoring	Responsibility	Timeframe	Outcome
Race, Disability, Gender, Community Cohesion	To improve lunchtime behaviour ensuring that pupils have a social, fun and safe lunchtime. Utilise Teaching Assistants and Learning Support Assistants during lunchtime. Maximise the skills, knowledge and expertise of specialist staff within the Behaviour Team during lunchtimes. Extend the lunchtime provision offer, providing a range of both inside and outside activities. Maximise the use of the school buildings and grounds during lunchtime.	Observations, behavior data analysis shows a reduction in the number of detentions, pupils report positively about their lunchtime experience Behaviour and school staff approach to managing behaviour is consistent.	Strategic Lead for lunchtime provision	Termly	Standards of behaviour are consistent during lunchtime and lesson time. Smooth transition back into class learning time
Race, Community Cohesion	To improve the attendance at extra curricular clubs for our Traveller group and Pupil Premium group.	Termly data analysis of groups of pupils in extra-curricular school based after school activities.	Deputy Head – Inclusion PP Lead	Termly	The attendance at extra curricular clubs for our Traveller and Pupil Premium group are representative of the % of pupils in the school in these identified groups.
Race, Disability, Community Cohesion	To continue to improve the attendance at extra curricular clubs for our SEND and EAL pupil group.	Termly data analysis of groups of pupils in extra-curricular school based after school activities.	Deputy Head – Inclusion PP Lead	Termly	The attendance at extra curricular clubs for our SEND and EAL pupil group continue to be representative of the % of pupils in the school in these identified groups.
Race, Disability, Gender, Community Cohesion	To raise aspirations and achievement of all pupils through clear identification of their needs and appropriate interventions to support their development and achievement.	HAMA register monitored by race, gender, socio economic background and disability. Pupil achievement is monitored by race, gender, socio economic background and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.	HAMA Lead Assessment Lead Deputy Head – Inclusion Deputy Head – Academic	Termly	Analysis of the More Able register indicates it is changing to reflect the school's diversity and termly analysis of data demonstrates the gaps are narrowing.
Race, Religion or Belief, Community Cohesion	To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	School calendar	RE Lead	Ongoing	Key festivals from a range of cultures celebrated throughout the year.

Equality Strand	Action	Monitoring	Responsibility	Timeframe	Outcome
Race, Community Cohesion	To ensure all staff are aware of and recognize children who may be at risk of radicalization.	The Safeguarding and Attendance Leader ensures that staff are trained in reporting concerns through Hot Topic staff meetings.	Safeguarding and Attendance Lead	Annually	All staff have completed Prevent training
Race, Religion or Belief, Community Cohesion	To identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Governing body will use data to assess the impact of the school's response to incidents.	Headteacher / Governing Body	Termly	Teaching staff are aware of and respond to racist incidents.
Race, Disability, Gender, Religion or Belief, Community Cohesion	Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;	Extended schools self-evaluation.	Extended Schools Manager	Ongoing	Use of extended provision fully reflects the school population.
Disability	Extra and additional support for disabled pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment.	Inclusion report to the Children and Families Committee. SEN register, provision map and SEN files	Deputy Head – Inclusion	Ongoing	Children with a disability are given the support and resources needed to access the curriculum and to remove barriers to their learning.
Race, Disability, Gender, Community Cohesion	Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs, Home Learning Club).	Pupil achievement is monitored by race, gender, socio economic background and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.	Assessment Lead Deputy Head – Inclusion	Termly	Termly analysis of data demonstrates the gaps are narrowing.
Race, Disability, Gender, Community Cohesion	To provide means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Through social evenings, events, Home Learning Club, coffee mornings and other parenting groups, fundraising.	EAL Co-ordinator Deputy Head – Inclusion	Ongoing	Representation at events fully reflects the school population
All strands	Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc	The Deputy Head - Inclusion will report annually on the effectiveness and success of the Single Equality Policy.	Deputy Head – Inclusion	Annually	Single Equality Policy Review and Action Plan review and update complete

