

Parsloes Primary School



Equalities Policy

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Lauren Pearce
(Head Teacher)

Richard Hunter
(Chair of Governors)

Miss Peters
(Equalities Lead)

Spurling Road
Dagenham
Essex
RM95RH
02082704925

1. Rationale

Parsloes Primary School is committed to creating an environment for the school and wider community that demonstrates and encourages our school values, as well as equality, diversity and inclusion. Our school recognises and celebrates the differences in cultures, being respectful and fair, with an aim to meet the needs of every child we teach. The Governors and staff at Parsloes Primary adheres to the requirements of the Equality Act 2010, which reflects the Government's commitment to 'narrowing gaps and tackle the barriers to equal opportunities and social mobility, which hold individuals back.' We want to build a fair society where everyone, regardless of background, has the chance to succeed and welcome the fact that the Equality Act gives us all the opportunity to do this in a more streamlined and effective way. Our staff are dedicated to creating and delivering a curriculum that provides equality of opportunity and freedom from discrimination for all pupils, recognising and celebrating the diversity within our school community, making Parsloes Primary a place where:

- . Pupils can achieve to the highest level possible through recognising different intelligences and pursuing different interests, equipping them with a broad knowledge base of the world;
- . Pupils feel confident, valued and proud to be themselves, as they learn in a warm and welcoming atmosphere that both stimulates and supports a plethora of learning dexterities.

2. Aims and Expectations

Parsloes Primary School sees the diverse population of staff and pupils as one of their greatest strengths and is committed to being inclusive. We endeavour to make our school welcoming to all minority groups, with a belief that all people are of equal value and are entitled to equality of opportunity. All staff have due regard for their duties to:

- . Eliminate discrimination, harassment and victimisation;
- . Advance equality of opportunity between people who share a protected characteristic and those who do not;
- . Foster good relations between those who share a protected characteristic and those who do not, by working alongside pupils and their families to promote a positive and diverse culture, in order to ensure everyone can thrive and meet their full potential.

We promote an understanding of different cultures through providing a broad, balanced and appropriately diverse curriculum, highlighting the principles of fairness and justice for all, to create a fair and just school community that promotes social inclusion and community cohesion, respecting diversity and challenging any discrimination against anyone on the grounds of their sex, race, colour, disability, religion, nationality, ethnic or national origins. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning by monitoring and reflecting on our teaching resources, styles and practices, as part of our school's on-going commitment to advancing equality and valuing diversity.

We will comply with the School's equality obligations contained in the Equality Act 2010, including and valuing the contribution of all families to our understanding of equality and diversity, embedding inclusion through all our activities and actively challenging discrimination. In addition, we will ensure

that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

2.1. To achieve these aims, we will:

- . Involve all members of the school community in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures;
- . Ensure the wider school curriculum promotes and celebrates equality and diversity;
- . Work in partnership with families and the wider community to establish, promote and disseminate inclusive practices, operating a transparent zero-tolerance policy towards abusive or discriminatory behaviour;
- . Provide for pupils' diverse and learning styles to help overcome any potential barriers to learning, including any learning support needs and/or disabilities a pupil may have.

3. Responsibilities and Accountabilities

The Governing Body will:

- . Make sure the school follows its equality and diversity policy and meets its legal responsibilities with respect to equality, continuing to do all it can to ensure that all members of the school community are treated fairly with equality;
- . Welcome all applications to join the school, whatever background or disability a child may have and take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The Headteacher has overall responsibility within the school for implementing the policy and will ensure that:

- . Policies and procedures are fully promoted and implemented to comply with all equality legislation, making sure that all staff are aware of their responsibilities and given appropriate training and support as and when necessary, in order to apply these guidelines fairly in all situations;
- . Any cases of discriminatory practice within the school, be it by staff, pupils, parents or visitors, are recorded and that appropriate action is taken. Additionally, they will effectively deal with reports of repeated incidents of harassment, discrimination or victimisation with due seriousness;
- . Information on attainment, attendance and exclusion (in terms of equality) is collected and monitored;
- . All visitors, volunteers and contractors are aware of and comply with this policy.

The Culture Lead will:

- . Take a lead role in communicating the policy to other staff and monitoring outcomes, reviewing and disseminating data as and when necessary;
- . Develop and maintain up to date knowledge of equality law and best practice, in order to co-ordinate, review and adjust the equality and diversity policy in line with current legislation.

All staff are responsible for:

- . Keeping up to date with the law on equality and any changes to policy by attending relevant training and accessing information from appropriate sources;
- . Knowing what their responsibilities are and the implications of the policy to inform their planning, teaching and learning strategies, in order to promote an inclusive curriculum that reflects the school commitments to equality and diversity, while identifying and challenging bias and stereotyping within the curriculum and in the School's culture;
- . Actively challenging any form of discrimination, victimisation, harassment or bullying and deal fairly and professionally with any prejudice-based incidents, before recording and reporting such events on the in-house Safeguarding portal and also to senior management. Teachers should also support the work of all support staff and encourage them to intervene in a positive way against any occurrence of discrimination;
- . Maintaining the highest expectations of achievement for all pupils, by promoting an ethos in the classroom that values equality, inclusion and diversity. Teachers will strive to provide resources that give positive images of ethnic minorities and that challenges stereotypical images of minority groups.

Pupils will:

- . Be made aware of how the equality and diversity policy applies to them and follow all of the school's equality and diversity policies and codes of conduct;
- . Learn how to respect others in their language and actions and have the confidence to report incidents to adults.

Parents/Carers will:

- . Be invited to comment on the policy and encouraged to participate fully in implementing the equality and diversity policy by reinforcing its ethos at home.

4. Monitoring, Assessing and Reviewing the Impact of the Policy

This Equality, Diversity and Inclusion Policy has been approved and adopted by the Governing Body of the school, whose responsibility is to monitor the effectiveness of this policy, which will be reviewed every three years to ensure it remains compliant with Equality and Diversity Legislation. Any new legislation will be included in the policy as and when it is brought to the public domain.

Equality, diversity and inclusion is monitored by the Senior Leadership Team alongside the Culture Lead, in order to review the impact of our policies on the progress and attainment of our pupils who experience barriers to learning. By collecting information surrounding pupils' performance and progress, trends can be analysed in order to generate reports surrounding the progress of pupils of minority groups compared to the pupils of non-minority groups. In addition, this information can be interpreted against other areas that may affect pupils' attainment such as: parental involvement; curriculum teaching and learning; harassment and bullying; and attendance.

It is the responsibility of the Governing Body to monitor the School's Behaviour Policy to ensure that those from minority groups are not unfairly treated and take into serious consideration any complaints regarding equal opportunity issues from parents/guardians, staff and pupils. Monitoring information from policies will help us to:

- . Decide what further action is necessary to meet particular needs and to improve the performance of pupils;
- . Review the effectiveness of current aims and objectives of the policy;
- . Take action to make improvements.

5. Types of Harassment and Discriminatory Incidents

- . Refusal to co-operate with other people on the grounds of race, gender, disability or sexual orientation;
- . Physical assault against a person or group of people based on their nationality, colour, ethnicity, faith (including Islamophobia or Anti-Semitism), gender, sexual orientation or disability;
- . Ridicule of an individual for difference. For example because of the food they eat, music they listen to or choice of dress sense;
- . Use of derogatory names, insults and jokes;
- . Attempts to recruit others to discriminatory organisations and groups;
- . Racist, sexist, homophobic or discriminatory graffiti;
- . Verbal abuse and threats;
- . Bringing discriminatory material into school;
- . Provocative behaviour, such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- . Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.

5.1. Tackling Discrimination and Breach of Policy.

Parsloes Primary will seek to provide a supportive environment for those who make claims of discrimination and/or harassment and any action, which constitutes or could be deemed to constitute

a breach of the policy. Bullying and harassment on account of race, gender, disability or sexuality (the protected characteristics set out in the Equalities Act 2010) is unacceptable and not tolerated within the school environment. Through whole staff and individual training, all staff are expected to know how to deal with any discriminatory incidents that may occur and know how to identify and challenge stereotyping, to support the full range of diverse needs, according to a pupil's individual circumstance. In the first instance, the member of staff present will deal with any prejudicial claims, before escalating to a member of the Senior Leadership Team, Headteacher or Governing Body where necessary. Any pupil who believes that they have been discriminated against, or have been subject to discriminatory conduct should speak to a member of staff to seek remedy to such matters. In addition, any pupil who harasses another pupil on the grounds of prejudice will be subject to the school's disciplinary measures in accordance with the school's Behaviour Policy. If parents/guardians feel this policy has been breached, they should raise their concern or complaint through the school's Complaints Policy, which is available on the school website or a hard copy can be made available upon request.

All incidents are reported to the Headteacher and discussed with the Governor and Safeguarding Team to ensure they are dealt with effectively; racist incidents are reported to the Governing Body on a termly basis.

6. Equal Opportunities for Pupils and Staff

Parsloes Primary School's admissions arrangements are fair and transparent, following the LA's admissions policy for all pupils. We do not discriminate on race, gender, disability or social-economical factors; exclusions will always be based on the school's Behaviour Policy and monitored closely to see any trends in gender, ethnicity, special educational needs and background.

We are committed to the implementation of equal opportunities at Parsloes Primary School and the active monitoring and promotion of equality in all aspects of staffing and employment. We provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time and oppose and avoid all forms of unlawful discrimination. This includes:

- . Pay and benefits;
- . Terms and conditions of employment
- . Dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working;
- . Selection for employment, promotion, training or other developmental opportunities.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

As an employer, we will endeavour to eliminate all forms of discrimination and harassment in our employment practice and actively promote equality (with respect to gender, race, disability, sexual orientation, gender re-assignment, faith and religion) across all groups within our workforce when appointing staff and allocating Teaching and Learning Responsibilities or re-evaluating staffing structures, in order that free of discrimination decisions are made.

All staff should understand that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against

fellow employees, pupils, parents/guardians and volunteer visitors to the premises. In addition, Parsloes Primary commits to take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by the aforementioned groups. Such acts will be dealt with as misconduct as per the LA/HR guidance and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice. Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

7. Communication of Equality, Diversity and Inclusion Policy

Parsloes Primary School will take active steps to communicate this policy to all pupils, parents/guardians, staff and governors of the school through the curriculum, school website, newsletters and staff training, stipulating clearly our school's non-acceptance of any prejudicial behaviours. In addition, parents/guardians of new pupils will receive a copy of the school's Behaviour Code of Conduct and Anti-Bullying Policy as part of the induction process. Lastly, we will produce hard copies of the policy and in alternative formats and languages upon request.

8. Links to other policies

- . Accessibility Policy
- . Anti-Bullying Policy
- . Behaviour Policy
- . Complaints Policy
- . EAL Policy
- . PSHE and Citizenship Policy
- . Safeguarding Policy
- . SEND Policy