

## Introduction

Emmanuel C of E 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.

We believe that the Equality Act 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.

Our approach to equality is based on the following 7 key 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.
- 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.

## Purpose of the Policy

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 schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

The **Public Sector Equality Duty** or “general duty”. This requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### Two “specific duties”

This requires all public organisations, including schools, to:

1. Publish information to show compliance with the Equality Duty by April 6<sup>th</sup> 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6<sup>th</sup> 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 shows the school’s equality objectives for 2021-2023 in an Equality Action Plan. Appendix 2 is the ways schools are showing regard for the Public Sector Equality Duty.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation, school website and newsletters.

## Eliminating Discrimination, Harassment and Victimisation

To eliminate discrimination, harassment and victimisation we;

- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- Are aware of the Reasonable Adjustment Duty for disabled pupils, designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

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- Ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- Take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- Actively promote equality and diversity through the curriculum and by creating an environment that champions respect for all.
- Ensure our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## Behaviour, Exclusions and Attendance

The school's Behaviour Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## Addressing Prejudice and Prejudice-based Bullying

The school challenges all forms of prejudice and prejudice-based bullying which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally and seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## Equality of Opportunity

To advance equality of opportunity between different groups:

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.

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- We are aware that the legislation relates mainly to current but also to future pupils. We will for example, be sufficiently prepared if a *visually impaired, hearing impaired or Gypsy Roma traveller* pupil joins our school.
- We avoid language that runs the risk of *placing a ceiling on any pupil's* achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We implement an 'Accessibility Plan' designed to increase the extent to which pupils with disability can participate in the curriculum, improve the physical environment and improve the availability of accessible information to disabled pupils.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

## Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### What we are doing to foster good relations:

- We prepare our pupils for life in a diverse society and ensure there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole-school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

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- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires, parents' evening, parent workshops and any other forum to gather views.
- Analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole-school surveys on children's attitudes to self and school.
- Analyse issues raised in annual reviews, Individual Education Plan meetings, or in mentoring sessions.
- Ensure that we secure responses and feedback at Governing Body meetings.

## Publishing, Monitoring & Reviewing Equality Objectives

Our school's priorities are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

We produce an Equality Action Plan (see Appendix 1) that shows how we will achieve our objectives. This forms part of our school development plan.

We review and update our equality objectives every two years. We evaluate the success in meeting these objectives in the 'progress summary', which is completed annually. This is reported to governors and published on the school website.

## Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### Governing body

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. A member of the governing body has a responsibility for Equalities.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the equality objectives and evaluate the success of the

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school's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

## Head teacher and Leadership Team

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.

The Inclusion Leader has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

## Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

## Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

## Key contacts

Claire Burns (Acting Head teacher)

Francesca Dilley (Interim Sendco)

Lead governor: Jonathan Kester and Nancy Jirira (Equalities & Inclusion)

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to 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.

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

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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

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

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

## Disseminating the Policy

This Equality Policy along with the Equality Action Plan is available on the school website or paper copies are available on request from the School Office.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

<b>Policy reviewed</b>	<b>February 2021</b>
<b>Agreed review schedule</b>	<b>2 yearly</b>
<b>Next review due</b>	<b>February 2023</b>

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## APPENDIX ONE EQUALITY ACTION PLAN (including accessibility plan) 2021-2023

Equality Objectives		Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<b>Accessibility Premises</b>	<p>To review and develop the playground so that there is safe storage for bikes and scooters in both the Alpha and Omega building.</p> <p>To ensure there are a wide range of activities available during playtimes.</p>	<ul style="list-style-type: none"> <li>- research different options for storing bikes and scooters and cost the different options</li> <li>- plan for the installation of storage</li> <li>- review the activities available in the playground</li> <li>- purchase a variety of resources</li> <li>- ensure games and activities are modelled to children</li> </ul>	<ul style="list-style-type: none"> <li>- Storage of bikes and scooters</li> <li>Playground drop-ins</li> </ul>	<p>SSO</p> <p>Inclusion Leader</p>		
<b>Eliminate discrimination &amp; foster good relations</b>	<p>To celebrate national days &amp; cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas,</p>	<ul style="list-style-type: none"> <li>-Include National Days, (e.g. World Autism Day,) in the school calendar – Plan activities, assemblies or workshops linked to these days.</li> <li>-In collaboration with the PFE plan an International Evening celebration.</li> </ul>	<ul style="list-style-type: none"> <li>- Observations of pupils interactions with one another</li> <li>- Feedback from pupils, parents and staff.</li> </ul>	<p>Inclusion Leader</p> <p>Headteacher / PFE</p>		

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	Autism Awareness Day.	<ul style="list-style-type: none"> <li>-Ensure Collective Worship Termly Plans include assemblies and worship on religious festivals and awareness days.</li> <li>- Continue to develop 'Emmanuel Families' ensuring children have opportunities to meet other children within the school community.</li> <li>- Use a range of resources when teaching (e.g. novels where the protagonists comes from a range of cultures)</li> </ul>	-Developed knowledge and understanding of differences. How the community treat each other.	Deputy Head Teacher		
<b>Advance equality of opportunity</b>	To embed provision for pupils with social, emotional and mental health (SEMH) needs in line with school profile of needs.	<ul style="list-style-type: none"> <li>- To collaborate with other outside agencies for training and support of SEMH needs</li> <li>- Continue to timetable for the school ELSA to work with individuals and groups of children</li> <li>- Continue to use school counsellor to support children in school</li> </ul>	Drop ins Observations Wellbeing plans Notes/certificates from training	Inclusion Leader  ELSA		

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		- Teach children the importance of mental health through using the Camden PSHE Scheme of work and celebrating Mental Health Week in school				
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## APPENDIX TWO - Ways schools are showing regard for the Public Sector Equality Duty

	Curriculum	Knowledge and Use of Data	Ethos and Environment
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	<ul style="list-style-type: none"> <li>• RE curriculum</li> <li>• Equality Policy &amp; Action Plan</li> <li>• PSHCE curriculum</li> <li>• Cross curricular topics</li> <li>• Themed days and weeks such, friendship and citizenships week, disability awareness week</li> <li>• Teaching children about rights and responsibilities as part of UNICEF Rights respecting schools (RRS) project</li> <li>• Teaching about Black History across the curriculum not just during BHM. Staff training on developing the Black Curriculum.</li> <li>• SEAL, PSHE &amp; C activities – circle times – assemblies –</li> <li>• Literacy – text types – resources used for topics</li> </ul>	<ul style="list-style-type: none"> <li>• Understand/identify characteristics of pupils, staff, parents etc</li> <li>• Know who your different groups are</li> <li>• Intervention programmes</li> <li>• Data – different groups</li> <li>• Student run assemblies</li> <li>• Student/parent feedback - logs of incidents – monitor and act on concerns</li> <li>• Recording and tracking abusive incidents – actions in response</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to views and investigate whether it is discrimination, harassment or victimisation and if there is a concern</li> <li>• Staff training on awareness duties and responsibility</li> <li>• School ethos and vision includes clear statement about eliminating discrimination</li> <li>• Signage</li> <li>• Mission/vision statement</li> <li>• Behaviour policy</li> <li>• Encouraging children to think about – values, honesty, friendship, being kind to others, aware of themselves and others</li> <li>• Address – don't sweep under carpet</li> <li>• Code of Conduct policy</li> <li>• Assemblies on inclusive issues</li> <li>• Staff meetings to discuss issues of equality and to promote understanding</li> <li>• Staff induction – raising awareness – teaching and non teaching staff – incl.</li> </ul>

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			<p>governors – be a listening school – raising pupil awareness – staff code of contact</p> <ul style="list-style-type: none"> <li>• Inclusion – monitor environment – adapt – accessibility – signs – RRS – displays (inclusion approach)</li> <li>• Use of advice from Outside Agencies eg Hearing Impairment.</li> </ul>
	<b>Curriculum</b>	<b>Knowledge and Use of Data</b>	<b>Ethos and Environment</b>
<b>Advance equality of opportunity between different groups</b>	<ul style="list-style-type: none"> <li>• Representation of protected categories in curriculum materials</li> <li>• Teach &amp; learn about different groups</li> <li>• Assemblies – faith/community groups</li> <li>• Differentiate learning – play for a range of learning skills</li> <li>• SEAL – friendship week</li> <li>• Writing foci to enthuse boys</li> <li>• Maths problems reflective and motivating</li> <li>• Access to curriculum through – 1 : 1 teaching – small groups</li> <li>• Autism awareness / disability awareness etc. units of work/focus weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis on attainment of different groups</li> <li>• Gather info about children in your school and about local community</li> <li>• Spot lighted pupils - access to extended services</li> <li>• Bullying data</li> <li>• Group progress data shared with governors – monitoring attendance after school clubs- enhancement etc – analyse data for volunteers etc</li> <li>• Student/parent/carer surveys – act on outcomes</li> <li>• Tracking progress by pupil group</li> <li>• Tracking pupil progress and evaluating data and then taking action and recording impact</li> <li>• Use of data to identify underperforming groups</li> </ul>	<ul style="list-style-type: none"> <li>• Training for all staff</li> <li>• Representation of different groups in displays and resources</li> <li>• Making expectations re. equality explicit to all staff and pupils</li> <li>• Finding out why some groups do not join after school clubs – financial? – some parents not understanding what these clubs do – engaging with those groups</li> <li>• Visible role models (real people – images – characters) – accessible environment (or overcoming inaccessibility so not preventing experience) – values/mission/aim explicitly values diversity, rejects discrimination/prejudice and promotes respect</li> </ul>

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	<ul style="list-style-type: none"> <li>• Differentiation for all groups of children</li> <li>• Choosing trips that are accessible for all groups children e.g. wheelchair access at museum and rethinking if needed</li> <li>• Subsidising school trips – subsidising residential journeys</li> </ul>	<ul style="list-style-type: none"> <li>• Identified specific groups – nurture groups – interventions</li> <li>• Tracking by group – achievement – participation – exclusions – everything - then narrowing the gap action</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast club – 1 : 1 tuition – targeting specific groups</li> </ul>
	<b>Curriculum</b>	<b>Knowledge and Use of Data</b>	<b>Ethos and Environment</b>
<b>Foster good relations between different groups</b>	<ul style="list-style-type: none"> <li>• Trips</li> <li>• RE</li> <li>• Global curriculum focus in curriculum</li> <li>-Spanish Pen pals</li> <li>• knowledge about different races/cultures/religions through history/PSHE/ Citizenship</li> <li>• Curriculum - Developing the new Black Curriculum and festivals encourage focus on all groups-resources reflect and enhance – refugee week</li> </ul>	<ul style="list-style-type: none"> <li>• Know who your different groups are</li> <li>• Examine impact through surveys – parent/students and act on outcomes – analyse and monitor incidents/exclusions</li> <li>• Collating data in relation to protected groups in attendance, exclusion levels</li> <li>• Analysis of playground incidents-mini survey – racist incident</li> <li>• Records of incidents– bullying, racism, homophobic and taking action to address</li> <li>• Tracking attainment /progress</li> </ul>	<ul style="list-style-type: none"> <li>• International evening</li> <li>• Celebrations – different cultures – languages and backgrounds – cultural understanding</li> <li>• Group work in classroom – behaviour policy – restorative approaches –circle time – girls group – boys group (RSE)</li> <li>• Social aspects of school life</li> <li>• Assemblies – from students</li> <li>• Community cohesion action plan</li> <li>• International food evenings</li> <li>• Parent Workshops</li> <li>• Restorative approaches when things go wrong</li> </ul>

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	<ul style="list-style-type: none"><li>• Sports activities – after school clubs</li><li>• Rights respecting schools – Friendship week –PSHE activities – choice of texts</li><li>• Teaching about different groups</li><li>• Assemblies that promote respect</li><li>• Engineering certain working groups in class</li></ul>	<ul style="list-style-type: none"><li>• After school club attendance – impact on learning</li><li>• Tracking pupils – termly, look at trends in classes, year groups, whole school</li><li>• Who isn't attending clubs/parents evening /response</li></ul>	<ul style="list-style-type: none"><li>• Displays, website, prospectus – mediation/buddying schemes – behaviour policy</li><li>• PTA (PFE)</li></ul>
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