

Learning is fun at

## Park Hill Infants' School



All different, All equal, All achieving

# Equalities Policy

October 2019

## Version Control

Version	Date	Notes
1	October 2019	Original Policy

### A brief description of our school and its community setting

Park Hill Infant School is situated in a residential area close to central Croydon. Our School accommodates 270 children aged between four and nearly eight years of age. The school enjoys a good reputation in the community and continues to be heavily over-subscribed. Those children who have English as an additional language, are gifted and talented, have special educational needs or are eligible for Pupil Premium grants, receive regular support, according to need. The school community represents a variety of different nationalities, cultures and interests and provides a rewarding blend of understanding and tolerance. Parental involvement is encouraged to support all pupils' education. Curriculum webs, family curriculum workshops, and terrific Tuesday's / wonderful Wednesdays / thrilling Thursdays provide opportunities for parents to work alongside their own child during the school day. Educational visits, into the local and wider community, further contribute towards the provision of a broad and balanced curriculum for all our pupils. We also invite a range of visitors into the school to enhance and enrich our curriculum, such as artists, musicians, scientists, dancers, astronomers, storytellers and many more.

### School vision, mission and values

**"Our vision statement 'All different, all equal, all achieving' encapsulates our school's main purpose."**

**"Our mission for Park Hill Infant is to provide a warm, caring and stimulating infant environment, which encourages values and celebrates diversity and individual excellence. We aim to make a difference to every child, regardless of any barriers to learning they might face. We want to instil a life-long love of learning in every member of the school community. We wish to equip all pupils with the skills necessary to become interesting, well rounded individuals, who in turn will make a difference to others in their lives"**

Our school values are respect, courage, kindness, honesty and positivity.

Through our vision, mission and values we develop a broad, balanced and culturally-inclusive curriculum that provides opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.

These aims help us to achieve this purpose -

- To enable each child to experience a broad, balanced and creative curriculum that is relevant to their particular needs (physical, emotional, social, spiritual and intellectual).
- To encourage, value and celebrate individual excellence.
- To develop an 'I can' philosophy and environment in which achievement can be celebrated and children can enjoy learning and become confident, independent learners, attaining high standards.
- To promote and develop self-discipline, social awareness and appropriate standards of behaviour – including empathy and understanding of others and respect of property and beliefs.
- To provide quality teaching in a stimulating learning environment and to attain the highest possible standards in all we do.
- To create a secure, caring, happy and well managed environment in which individuals are nurtured and equally valued.

- To value the involvement and contributions which individuals bring to our school (pupils, staff, parents, governors, professional colleagues and members of the local community).
- To contribute to and work with the local community and develop work concerned with the local environment.
- To value and respect all pupils and partners in the education process, whatever their gender, race, social background, religious belief, medical needs, experience or ability.
- To promote racial equality and celebrate cultural diversity between people of all racial groups.
- To create opportunities for all pupils to acquire the knowledge and cultural capital to succeed in the next phase of their education and in life.
- To provide appropriate professional development and support for all those employed at the school

### Legal framework:

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions  
We will not publish any information that can specifically identify any individual child or adult
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance

- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

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

In fulfilling the legal obligations cited above, we are guided by nine principles:

#### ***1. All learners are of equal value.***

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity
- Whatever their medical needs

We want to ensure every child is given an equality of opportunity to develop socially, to learn and enjoy community life. This means we do our best to make reasonable adjustments to ensure this is every child's experience of our school.

#### ***2. We recognise and respect difference.***

Treating people equally (as per number 1 above) does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

- Medical needs

### ***3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.***

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual or homophobic harassment.

### ***4. We observe good equalities practice in staff recruitment, retention and employment.***

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity/paternity.

We value our staff for their ability and potential to help us make the best possible provision for the children in our school and we aim to recruit a workforce that is representative of all sections of the community, in order to provide a service that respects and responds to the diverse needs of our local population, as well as delivering the quality education to our pupils that is expected by the School, Governors and the parents.

### ***5. We aim to reduce and remove inequalities and barriers that already exist.***

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 already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We put this into practice with our children and staff by:

- Using P.S.H.E (personal, social and health education) and SMSC (spiritual, moral, social and cultural) discussions and lessons to promote tolerance and friendship, and to promote understanding of a range of religions or cultures.
- Conducting regular circle times in every class – which gives children to discuss a range of issues in a safe environment.

- Assemblies dealing with relevant issues.
- Involvement with the local communities.
- Links with other schools which enable pupils to meet and exchange experiences with children from different backgrounds.

#### ***6. We consult and involve widely.***

We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled and non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys

Park Hill Infant School Governors will consult with pupils, staff, trade unions and all those using school services to determine the priorities for the school over the next three years through the following methods of communication:

- Questionnaires (in conjunction with the school) to staff, parents, pupils and other interested stakeholders.
- Data Analysis
- Focus Groups
- School Council pupil voice

#### ***7. Society as a whole should benefit.***

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled and non-disabled people
- A wide range people from differing ethnic, cultural and religious backgrounds
- People of differing sexual orientations and sexual identity

#### ***8. We base our practices on sound evidence.***

The evidence we base our practices on are collated from the following sources:

- Pupils' personal development, welfare and well-being
- Staff development
- Teaching styles and strategies
- Working in partnership with parents, carers and guardians
- Working with the wider community
- Attainment data which shows how pupils with different characteristics are performing
- Pupils' progress, attainment and achievement

## ***9. Objectives***

We formulate specific and measurable objectives, based on the evidence we have collected (as per 8 above) and the engagement in which we have been involved (as per 6 above).

The objectives which we identify take into account national and local priorities and issues as appropriate.

We use these objectives to inform and shape the Schools Improvement Plan, which drives the strategic focus of School in the forthcoming years and is reviewed annually or as required before this time.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in all the above nine areas:

To make our teaching more accessible we:

- Begin a lesson by stating the learning outcomes (WALT – we are learning to) and sharing the 'bigger picture'; we clearly identify the learning intention and the success criteria, employ a variety of activities, and include a kinaesthetic element;
- Provide differentiated challenge, competition and short-term goals;
- Give regular positive assessment, feedback and rewards;
- Ensure the teaching is cross-curricular and topic based where links are appropriate.

Teachers modify teaching and learning as appropriate for each child. 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 or access the skills required. Different levels of support/intervention are offered to all pupils, depending on need. This may involve extra teacher/teaching assistant's support, the use of additional resources and intervention groups.

### **Ethos and organisation**

We ensure that the nine principles listed above apply to the full range of policies and practices, including those concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, disciplines and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

## Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia
- Prejudices that can lead to extremism

There is guidance available to all at the school on how prejudice related incidents should be identified, assessed and dealt with (see Anti-bullying policy).

We keep a record of prejudice related incidents if any and 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.

## Roles and responsibilities

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

### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Ensure the accountability of the Headteacher and staff for the communication and implementation of the Scheme.
- Ensure that the school carries out the letter and the spirit of the statutory duties (including the provision of returns' to the local authority)

A member of the governing body has a brief regarding the implementation of this policy.

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 cases of unlawful discrimination.

### **The Headteacher will:**

- Consult pupils, staff and stakeholders in the development and review of the Equality Scheme.
- Initiate and oversee the development and regular review of Scheme.
- Embed the vision and values of the Scheme.
- Ensure that the school carries out its statutory duties effectively.
- Provide staff training as is necessary to carry out the Scheme.
- Ensure a consistent response to incidents e.g. bullying and racist incidents.

The Headteacher has day-to-day responsibility for coordinating implementation of the policy.

### **All staff: teaching and non-teaching will:**

- Promote an inclusive and collaborative ethos in their classroom

- Deal with any prejudice related incidents that may occur in conjunction with the senior leadership team
- Support pupils in their class for whom English is an additional language, who may have SEND, those who qualify for PPG or any vulnerable groups
- Keep up to date with equalities legislation relevant to their work and plan and deliver lessons that reflect the principles of the schools equality scheme
- Contribute to the implementation of the school's equality scheme
- Contribute to consultations and reviews
- Raise issues with the Headteacher that could contribute to policy review and development
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incident

### **Information and resources**

We ensure that the content of this policy is available in a range of formats and is known to all staff and governors and, as appropriate, to all pupils and their parent and carers.

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

### **Religious observance**

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

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of different religious beliefs and cultures and their contribution towards our school and community.

### **Staff development and training**

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 and advance the equality of opportunity through targeted development and training programmes.

### **Monitoring and review**

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

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. Specifically we will:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every four years, or sooner if necessary.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_