

QUEENSWAY PRIMARY SCHOOL EQUALITY POLICY



1.0 GUIDING PRINCIPLES

1.1 Vision and Philosophy:

Queensway School is a welcoming school, where everyone is highly valued and where tolerance, honesty, co-operation and mutual respect for others is fostered. We are committed to promoting equality for all our pupils, staff, parents / carers, governors and members of the wider community, irrespective of age, colour, race, ethnic or national origin, disability, gender, gender identify, sexual orientation, faith, religion, religious beliefs or socio-economic background.

We aim to develop a culture of inclusion and diversity. We want all those who are connected with the school to feel proud of their identity and to feel able to participate fully in school life, in an inclusive, safe, caring environment where learning is at the heart. We celebrate difference, challenge stereotypes and strive to ensure our community members are treated with respect and dignity; we do not discriminate directly or indirectly. This policy meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. At Queensway School we also recognise our duty to promote community cohesion under the Education and Inspections Act 2006.

How effectively a school actively advances equality of opportunity, tackles discrimination and fosters good relations will contribute to the key judgements made by Ofsted (as per the School Inspection Handbook).

1.2 Equality Aims and Objectives – We strive to:

- Ensure all learners have equal access to a rich, broad, balanced and relevant curriculum through teaching and learning that promotes equality
- Eliminate any discrimination, harassment and victimisation, so that no one is unfairly or illegally disadvantaged as a consequence of their age, colour, race, ethnic or national origin, disability, gender, gender identify, sexual orientation, faith, religion, religious beliefs or socio-economic background
- Recognise and celebrate diversity within our community and at the same time community cohesion
- Enable our pupils and their parents / carers to be fully involved in the provision made by the school
- Ensure that within the school's financial budget, adequate funding is provided to underpin this policy and that intervention, and positive and preventative action is funded where possible and necessary

2.0 SCHOOL PROFILE

Queensway School is a primary school located in Banbury, Oxfordshire. There are currently over 400 children on roll in our Nursery to Year 6 classes. Our school was built 50 years ago; it is located within an

established residential area. There is adequate physical access within all areas of the building, and the school has benefited from a programme of building and refurbishment work which has supported the growth of the school and improved access and facilities for pupils including those with disabilities. We have pupils and staff from a range of ethnic backgrounds and socio-economic groups.

Our school community represents a wide range of people and there is a diverse range of needs including speech and language, communication and interaction, hearing impairment, visual impairment, learning difficulties (including dyslexia), global development delay and social, emotional and mental health difficulties. We access a wide range of professional support, including additional services that we 'buy in'. We maintain close working relationships with all external services and professionals and are committed to incorporating their expertise and advice into our work with the children. We also work closely with our local special school (Frank Wise) to promote inclusion and understanding through weekly integration sessions involving Year 4 classes from both schools. In addition, we have a clear policy on the administration of medicines and work closely with the School Health Nurse service to develop effective Individual Health Care Plans when needed.

As a school we have an excellent record of teaching pupils with a wide range of additional as well as special educational needs and disabilities (SEND). Currently 21.2% of pupils in our school have SEND, 22.5% are learning English as an Additional Language (EAL), and 20.2% are eligible for Pupil Premium funding. Pupils with disabilities are encouraged to take part in all aspects of school life and are well-represented at after school clubs, school productions and other school activities, e.g. the School and Sports Councils. This is achieved through thorough planning and liaison with parents / carers and good risk assessment procedures.

We aim for our children to leave Queensway School with a clear understanding of what is meant by equality, diversity and discrimination. This is achieved through the teaching of personal, social, health and economic (PSHE) education, as well as supporting and developing children's understanding of school values. We also explicitly teach British Values including democracy, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

3.0 EQUALITY PRACTICE:

At Queensway School we recognise the need to ensure all groups prosper, extending protection against discrimination for the following:

- Boys and girls, men and women
- All minority ethnic groups including travelers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers
- Children or staff who are gay or lesbian
- Children with parents who are gay, lesbian or undergoing gender reassignment
- Pupils or staff who are pregnant or have recently given birth
- Pupils or staff undergoing gender reassignment

We work together to:

- Ensure everyone feels safe, valued and welcome in our school
- Prepare our pupils for life in a diverse and multi-ethnic society
- Ensure all pupils have equality of opportunity to achieve to their full capabilities

- Value equally all members of our school community
- Have high expectations of, and aspirations for, all pupils
- Encourage every member of the school community to have a positive self-image and high self-esteem
- Promote tolerance and respect, and value and celebrate differences
- Educate our children about prejudice, how discrimination occurs and how to challenge those issues
- Oppose all forms of discrimination and harassment
- Promote mutual respect and valuing each other's similarities and differences
- Provide a positive ethos and environment
- Make inclusion a continuous consideration
- Promote fundamental British Values
- Record and deal with discriminatory incidents quickly and effectively
- Monitor, evaluate and review practice to secure continuous improvement in our approach to the promotion of equality

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.

Queensway school promotes equality of opportunity in:

- Pupils' progress and attainment
- Behaviour, discipline and exclusion
- Personal development and pastoral care
- Content and access to the curriculum
- Admission and attendance
- Staff recruitment and professional development
- Partnerships with parents / carers and the community.

Queensway school believes in proactive promotion of equality and appropriate reaction to incidents that may be of a discriminatory nature. To do this we:

- Take time to thoroughly know the needs of our school population, to inform our lesson planning, support and provision, and the identification of next steps / areas for development
- Work in partnership with parents / carers to understand views and opinions, as well as needs / difficulties within the family context
- Keep abreast of all relevant legislation and ensure it is adhered to
- Communicate our commitment to equality and diversity to all members of the school community through school displays and via the school website
- Ensure all staff, pupils, volunteers and governors understand their responsibilities in promoting and maintaining equality
- Promote the Spiritual, Moral, Social and Cultural development of pupils through the curriculum (especially topic work, religious education and circle time), celebration assemblies, as well as teaching and learning that addresses issues including bullying, prejudice, respect and tolerance of others, and fundamental British Values
- Have open and trusting relationships between staff and pupils and give equal access to positions of responsibility
- Record all incidents of a serious nature including those indicating discrimination, both intentional

and unintentional. We will act upon any incidents of discrimination including policy change where appropriate, and we will thoroughly investigate any complaint or allegation of discrimination or prejudice

- Work to enable all pupils in our school to fulfil their academic potential and achieve their aspirations through high quality provision that meets their individual needs. We deploy support staff to facilitate access to the curriculum for pupils with additional needs, SEND and EAL to develop independence and promote social interaction and inclusion
- Support vulnerable pupils and their families through our Pupil Premium strategy
- Recognise our legal obligation under the Disability Discrimination Act to meet the needs of people with disabilities even if it requires giving them more favourable treatment

4.0 ROLES AND RESPONSIBILITIES

4.1 The Governing Body:

It is the Governing Body's responsibility to:

- Annually review the school's progress in achieving agreed equality objectives, as outlined in the Equality Policy
- Ensure the school complies with equality legislation and the public sector equality duty
- Ensure the school follows the Local Authority's admissions policy, which is fair and equitable in its treatment of all groups
- Monitor attendance and any attendance-related action planning
- Have equal opportunities in staff recruitment, professional development and membership of the Governing Body
- Support the school to be pro-active in recruiting high-quality applicants from under-represented groups
- Be involved in dealing with serious breaches of the Equality Policy

4.2 The Head Teacher:

It is the Head Teacher's responsibility to:

- Implement the Equality Policy and its strategies and procedures
- Ensure that all staff are aware of their responsibilities and receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of unlawful discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with Local Authority guidance
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality policy

4.3 All Staff:

It is the responsibility of all staff to:

- Implement the Equality Policy and its strategies and procedures
- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the subtler forms of victimisation

- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and good relations and not discriminate on the grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum, classroom environment and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

4.4 Visitors:

All visitors to the school are expected to support our commitment to equality for all and to comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

5.0 ELIMINATING DISCRIMINATION:

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6.0 ADVANCING EQUALITY OF OPPORTUNITY:

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Report on how pupils are performing in statistically significant groups.
- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7.0 FOSTERING GOOD RELATIONS:

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where possible
- Working with our local community. This could include inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents / carers to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8.0 EQUALITY CONSIDERATIONS IN DECISION-MAKING:

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9.0 ACTION TO IMPLEMENT POLICY:

- We will ensure that the educational needs of all pupils are thoroughly assessed
- We will identify barriers (physical, emotional, social, environmental and curricular) which could prevent individuals from accessing the learning opportunities the school provides, and we will seek to remove them
- We will provide a supportive and welcoming atmosphere
- We will develop effective support systems
- We will employ a range of teaching styles / methods to ensure no pupil is excluded from learning and to enable pupils to achieve success

10.0 RELATED POLICIES:

- Accessibility Policy and Plan
- Anti-bullying Policy
- Assessment Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Children We Care For Policy
- English as an Additional Language (EAL) Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with a Medical Condition Policy

11.0 REVIEW

This policy will be reviewed every three years by the Head Teacher and the Resources Committee.

Ratified by Governors on

Chair of Governors Date

Head Teacher Date

Policy to be reviewed: