

Rhiwbeina Primary School

Equalities Policy

Rhiwbeina Primary School : Equalities Policy

School context

Rhiwbeina Primary School is a large community school serving a residential area within North Cardiff. Most pupils come from homes which are either relatively advantaged or neither prosperous nor economically disadvantaged.

Approximately 2.44 % of pupils claim free school meals.

Most children admitted into school are of average and above average ability. In September 2014 a total of eleven pupils have statements of educational need.

10 pupils are placed on School Action +

61 pupils are on School Action

Pupils are from a range of ethnic backgrounds with the main ethnic groups being white British 87% The school also has a number of pupils from 8 other backgrounds.

Our pupils use the following languages as their first language:

English 94%

Arabic 1%

German 1%

Hindi 1%

Other 3%

2.6% of pupils with EAL are at early stages of English acquisition.

100% of staff are first language English speaking white British.

2 members of staff are fluent Welsh speakers.

89% of teaching / TA staff are female and 11% are male.

All of these pupils, their faiths, cultures, communities and languages the school values equally. Both staff and governors are committed to working towards equality regardless of race, age, gender, faith, sexual orientation or disability. Together we strive to create an inclusive culture in which every individual is enabled to develop and is valued member of our school.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status

- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents / carers or pupils may face in relation to their protected characteristics:

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

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle i.e. from recruitment through to the cessation of employment , are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (eg duty to make reasonable adjustments for disabled staff).

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

6. We consult as widely as possible to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils (age appropriate) who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account through pupil voice, views expressed at school council; for parents via questionnaires, through parent governor, PTA representation and for staff, through staff meetings. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

8. We set ourselves specific and measurable objectives

The aims of this policy are to:

- Promote good relationships amongst pupils, staff, parents and the wider community.
- Promote positive attitudes towards different racial groups and to disabled people
- Promote equality of opportunity for all.
- Eliminate unlawful discrimination and harassment on the grounds of gender, ethnicity, language, religion, disability or sexual orientation.
- Allow for more favourable treatment for disabled people.
- Promote social cohesion

These aims reflect the general duties required by the Equality Act 2010

All staff and governors are committed to ensuring equality of opportunity and fairness in all areas of school life and to valuing the diversity of our colleagues, pupils and people living within our local communities.

It is this commitment which lies at the heart of our aim of providing an environment that is committed to including and encouraging all pupils, parents and colleagues to reach their full potential regardless of disability, race, gender, age, religion or belief, sexual orientation and gender reassignment, social or educational background or family / care responsibilities.

We are also determined to create a school environment which supports our vision and values and which is free from any form of discrimination, harassment or bullying and within which all individuals are treated with respect, fairness and courtesy.

Any discriminatory behaviour, including harassment or bullying by individuals or groups, will be taken extremely seriously and will be regarded as grounds for disciplinary action which may include dismissal. The school takes its responsibility to monitor and report on discriminatory incidents each term seriously, and uses this information to plan strategies to combat such incidents. We share information about racist incidents with the LA to help shape actions to combat hate crimes across the city.

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society.

The purpose of the Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with “protected characteristics” and embed fairness and equality at the heart of our school community and in all aspects of our school policies.

1. Strategic Equality Objectives

The chosen strategic Equality Objectives are to:

- Reduce gaps in attainment and attendance between pupils from protected groups
- Continue to identify incidents and bullying in school
- Further develop the quality and use of our Equality Monitoring and Data Collection
- Raise awareness of equality and diversity issues among pupils, staff and governors.

The strategically planned tasks enable the school to meet these objectives. They cover all relevant protected characteristics. They describe how the school is taking action to fulfil both the general and specific duties.

2. Scope

The policy applies to all full time, part time, job shares, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school’s legal responsibilities is to promote equality in employment, education and access to services.

3. Equalities Summary Statement

Rhiwbeina Primary School aims to provide a happy, caring environment in which all children can feel confident and able to learn and an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community. The school is committed to working towards race, age, gender, faith, sexual orientation, language and disability equality, and to the creation of an inclusive culture in which every individual, regardless of ability, background or social circumstances,

is enabled to participate and is valued as a member of the school community. The school promotes positive approaches to difference and fosters respect for people of all cultural backgrounds.

Stereotypical ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community, and through this involvement aims to provide positive images, which challenge stereotyped thinking.

The school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability of Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice the school promotes a positive attitude towards differences and expects respect for people of all backgrounds. This is reflected in whole school aims and rules.

Any language or behaviour which is racist, sexist, homophobic, anti-disabled or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LEA.

Shared Responsibility

4. Leadership and Management

Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relationships and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Vision Statement and this Equality Policy.

Governing Body

- The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes Equality issues as a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equal Opportunities Mr M Tune.

The Headteacher is responsible for ensuring that:

- There is a named person with responsibility for dealing with reported incidents of unlawful discriminations This is the Headteacher Mrs C Harry
- The Equality Policy is readily available, along with all other policies relating to various aspects of equality
- Governors, staff, pupils, parents and guardians are aware of the contents of such policies
- This policy and its procedures are followed

- Staff and governors have information about how the policy is working, and providing training for them on the policy if necessary
- All staff know their responsibilities and receive training and support in carrying these out
- Appropriate action is taken in cases of harassment and discrimination
- Ensure all reported incidents are recorded, and forwarded to the LA.
- 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 and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

All Staff are responsible for:

- dealing with racist incidents, other incidents of harassment and all types of bullying
- recognising and tackling bias and stereotyping
- promoting equality and good relations between all groups
- keeping up to date with the law on discrimination and equality
- provide images and lesson plan that show positive images of and are inclusive of people with protected characteristics.

All members of staff have a duty to ensure that the policy is implemented.

5. Scope of the policy

This policy applies to everyone working at Rhiwbeina Primary School including employees, partners, temporary or agency workers, trainees, work experience students, visitors and parent helpers as well as potential new employees and recruitment candidates.

6. Information Gathering and Engagement

The collection of information is crucial in supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps the school to review performance, so it needs to be detailed enough to enable measurement of how the school is delivering on Equality duties. The information helps monitor which of the school's aims have been achieved and what the school needs to do better.

Engagement is based on the information gained. It is important to understand the full range of needs of the school community.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Input from staff discussion and through staff meetings/INSET;
- Input from parent meetings
- Feedback from the school council, PSHE lessons, school surveys on children's attitudes
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings

7. Publication and Reporting

The Strategic Equality Plan is communicated to stakeholders and available on our website. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it. The school will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

8. Monitor and Review

The school will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders). The school will use Equality Impact Assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively. Based on the above, the plan will be reviewed annually and republished as necessary, but not less than annually with a full review not less than four yearly.

9. Breaches of the Policy

Any breaches of the Policy will be regarded as extremely serious and will result in action being taken against the perpetrator, under the appropriate disciplinary procedure. Any breach by a Contractor or service provider will result in appropriate action being taken under the terms of the relevant contract.

10. Complaints Procedure

If anyone in the school feels that this Policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint, then the school's complaints procedure will be used.

11. Communication and Reporting

The Equalities Policy is available on request to parents, visitors and members of the wider community.

It is also published on the school website.

The Equalities Policy will be brought to the attention of all non-LA contractors or service providers.

12. The Equalities Action Plan is:

- Included in the school improvement plan
- Communicated to all staff
- Published on the school's website

Both the policy and the action plan will be monitored regularly and evaluated on an annual basis by the Headteacher in line with the School's Improvement Plan.

As a School we are fully committed to inclusive practice. To this end, we will continue to engage and consult with our whole school community on issues relating to further developing our practice. We welcome input and feedback from all stakeholders of the school relating to this policy.

The feedback from the questionnaires currently being distributed to pupils, staff, parents and all other users of the school premises will assist the school in fulfilling its duties and improving its inclusive practice in relation to the Equalities Act 2010.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this Equalities Policy.

The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Signed  Headteacher Date 17.03.15'

Signed  LEA governor Date 17.03.15'