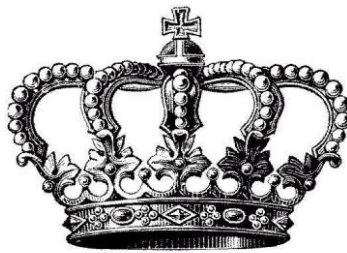


# **QUEEN'S DRIVE INFANT SCHOOL**



## **Equality Policy**

**March 2017**

## **Introductory notes:**

In drawing up this policy, we have reviewed the school's gender, disability and racial equality policies

## **Legal Framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender (including issues of transgender, and of maternity & pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Equality and Inspections Act 2006 to promote community cohesion.
3. 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**

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

### **Principle 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 and gender identity
- Whatever their religious or non-religion affiliation or faith background

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

Treating people equally (Principle 1 above) does not necessarily involve 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 the the kinds of barriers 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

### **Principle 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 dialogues 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 and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

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 to pregnancy and maternity.

### **Principle 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 may already exist between:

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

### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a 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 people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Gay people as well as straight.

### **Principle 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 people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight.

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objective**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

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

We keep our equality objectives under review and report annually on progress towards achieving them.

## **The Curriculum**

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

## **Ethos and Organisation**

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are 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, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 – 3:
  - Prejudices around disability and special educational needs
  - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
  - Prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We keep our records of prejudice-related incidents and if requested, 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**

10. 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.
11. A member of the governing body has a watching brief regarding the implementation of this policy.
12. The Headteacher is responsible for implementing the policy, 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.
13. A senior member of staff has a day-to-day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
  - Promote an inclusive and collaborative ethos in their classroom
  - Deal with and record any prejudice-related incidents that may occur
  - Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
  - Support pupils in their class for whom English is an additional language
  - Keep up-to-date with equalities legislation relevant to their work

## **Information and Resources**

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

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

## **Staff development and training**

18. 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.

### **Breaches of the policy**

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

### **Monitoring and review**

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. 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.

**Date approved by the Governing Body:**

## How we chose our equality objectives

### Step 1 – Collect evidence

Protected characteristics	Aims of the general duty		
	What <u>evidence do we hold</u> that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	Comparative Attainment data, Prejudice related incident reporting, take-up of, Recruitment and selection policy and procedures	Promotion of different ethnic groups re extended school activities. <b>To be mindful of other commitments</b> e.g. Mosque time, translation of community languages, bilingual staff, Equal ops training for governors, EY parent questionnaire	'The Fundraisers of Queen's Drive' meetings held at school, Inclusion charter mark, Fair access to materials, information on website, food sales, range of charity events, make up of Governors / staff
<b>Disability</b>	SEN achievement data, Recruitment and selection policy and procedures, Child protection procedures, <b>Access policy</b>	Accessibility for disabled, trained staff to work with visually / hearing impaired pupils, <b>Provision Maps and Educational Health Care Plans (EHCP)</b> that ensures equal access to the curriculum, sensory circuits sessions, Equal ops training for governors, EY parent questionnaire	Inclusion charter mark, make up of Governors / staff
<b>Sex</b>	Comparative Attainment data, Recruitment and selection policy and procedures	Action plans for identified subject / year groups, promote male reading buddies, extended school activities encouraged for both sexes, Equal ops training for governors, EY parent questionnaire, pupil questionnaire. <b>Unisex toilets</b>	Inclusion charter mark, make up of Governors / staff
<b>Gender Reassignment</b>	Recruitment and selection policy and procedures	Equal ops training for governors, EY parent questionnaire <b>Unisex toilets</b>	<b>Equality is promoted in this area</b>
<b>Pregnancy and Maternity</b>	Follow guidance from EPM, risk assessments, Recruitment and selection policy and procedures	Range of times for parents to attend parent evenings, different information session times, Equal ops training for governors, EY parent questionnaire	Fair access to materials, information on website, good relations with after school club, make up of Governors / staff
<b>Age</b>	Recruitment and selection policy and procedures	Recruitment procedure, Equal ops training for governors, EY parent questionnaire	Encouraging older people into school – reading buddies / assemblies, make up of Governors / staff

<b>Religion and Belief</b>	School ethos of respect, RE and collective worship policy, Special leave of absence policy, Prejudice related incident reporting, take-up of, EAL statement across all school policies, Recruitment and selection policy and procedures, Safeguarding & Child protection Policy & procedures	PSHE policy, Equal ops training for governors, EY parent questionnaire	Inclusion charter mark, Fair access to materials, information on website, food sales, fundraising events for community issues, make up of Governors / staff
<b>Sexual Orientation</b>	Prejudice related incident reporting, Recruitment and selection policy and procedures	Equal ops training for governors, EY parent questionnaire	Inclusion charter mark, teachers take responsibility for ensuring that learning environment reflects a wide range of families make up of Governors / staff
<b>Socio-economic circumstances</b>	Children in care policy, Safeguarding & Child policy protection procedures Pupil Premium policy / procedures / strategies	Range of times for parents to attend parent evenings, Equal ops training for governors, EY parent questionnaire AfA programme Family Liaison Officer (FLO)	Inclusion charter mark, Fair access to materials, information on website, good relations with after school club, Pupil Premium (PP) fund to support low-income access to resources /events

## Step 2 – Consider Engagement

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
<b>Race</b>	Equality is promoted in this area	Language Ambassadors Bi-lingual translators available Information provided for ESOL classes; Language translation available on website	Prayer space available on request; International Week
<b>Disability</b>	Equality is promoted in this area	Use of specialist services and provision of appropriate equipment; Dedicated training for staff to support pupils; Access to OH support & Health Assured for all staff; Disabled parking available	Equality is promoted in this area
<b>Sex</b>	Promote male student placements	Equality is promoted in this area	Equality is promoted in this area
<b>Gender Reassignment</b>	Equality is promoted in this area	Equality is promoted in this area	Equality is promoted in this area
<b>Pregnancy and Maternity</b>	Equality is promoted in this area	Breastfeeding Friendly	Placements for 'back to work' parents Pushchair/pram access allowed through school
<b>Age</b>	Equality is promoted in this area	Equality is promoted in this area	Singing at Nursing homes, provide placements for older students
<b>Religion and Belief</b>	Explain in RE why some groups do not attend collect worship	Halal and Vegetarian meals available	Christian / church represented at assemblies; Pupil visits to different places of worship
<b>Sexual Orientation</b>	Equality is promoted in this area	Equality is promoted in this area	Equality is promoted in this area



<p><b>Socio-economic circumstances</b></p>	<p>Equality is promoted in this area</p>	<p><b>Internet club</b>          Computer access provision for families after school;          Homework &amp; Topic packs (PP);          Story Cafes</p>	<p>Free water bottles for all children;          Non profit making uniform available;          'Clothes from home' PE kits;          Language cafes;          Free After School clubs for KS1 children;          Reduced fee holiday coaching clubs available;          Free trips and experiences;          2<sup>nd</sup> hand uniform sales</p>
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### Step 3 – Review Effectiveness

Protected characteristics	Aims of the general duty		
	How <u>effective</u> are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<i>Effective but data shows EAL gap at level 3 reading – set objective</i>	<i>Effective</i>	<i>Evidence to show catchment changing - now need to build cohesion with new groups of families – set objective</i>
<b>Disability</b>	<i>Effective</i>	<i>Effective</i>	<i>Highly effective</i>
<b>Sex</b>	<i>Effective but data shows girls underperforming in Maths and Science at Level 3 – set objective</i>	<i>Effective</i>	<i>Highly effective</i>
<b>Gender Reassignment</b>	<i>Lack of evidence</i>	<i>Lack of evidence</i>	<i>Lack of evidence</i>
<b>Pregnancy and Maternity</b>	<i>Highly effective</i>	<i>Highly effective</i>	<i>Highly effective</i>
<b>Age</b>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>
<b>Religion and Belief</b>	<i>Highly effective</i>	<i>Highly effective</i>	<i>Highly effective</i>
<b>Sexual Orientation</b>	<i>Adequate</i>	<i>Adequate</i>	<i>Adequate</i>
<b>Socio-economic circumstances</b>	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>

## **Step 4 – Identify objectives**

### **Objective 1 :**

#### **To narrow the gap between boys and girls in Maths at greater depth at end of Key Stage 1**

Objective 1 : Using data from 2016 it has been identified that there is still a substantial 'gap' in Maths between girls and boys.

2015 data confirms that our gender results were about equal but since the introduction of the new curriculum there is now a 21% gap (Boys 33%) Girls 12%)

As a cohort boys generally did better in Reading and Writing too

### **Objective 2 :**

#### **To narrow the gap in Reading between children from specific minority backgrounds and Non EAL children at the end of Key Stage 1**

Objective 2 : Data shows evidence that the largest gaps in Reading are between EAL (25%) and Non EAL (36%) students. With 92% Non EAL and only 67% of EAL achieving expected levels in Reading.

Nationally results are also not evenly split so our aim is to try to meet or better the national gap.

### **Objective 3 :**

#### **To promote the development of spiritual and cultural traditions of our community**

Discussions took place regarding the need to introduce celebrations of traditions from across all cultures at the school. We celebrate Christmas and Eid, but there are many other religions/cultural 'special days' that are overlooked.

## ACTION PLAN

<b>Objective 1 : To narrow the gap between boys and girls in Maths at greater depth</b>	
Background:	Using relevant data from 2016 End of Key Stage Data
Procedure:	Look at Maths curriculum and change accordingly; Introduce more 'girl friendly' topics to inspire girls; More analysis to identify what areas are preventing the girls from achieving greater depth; Self Esteem building in Maths; Maths clubs for girls / Athletics / incentives / logic team building sessions
Responsibility:	Maths Co-ordinator / Team Leaders
Measurable success indicators:	Over time the gap will narrow
Timings:	Each year going forward
Expense:	Maths subject budget monitored by the Maths co-ordinator
Resistance:	None
Problems	None
Learning from others:	Maths Subject Leader cluster meetings / Triad / Collaborative schools
Engagement	Headteacher / SLT / current and relevant data

<b>Objective 2 : To narrow the gap in Reading between children on specific minority backgrounds and Non EAL children at the end of Key Stage 1</b>	
Background:	Data analysis singling out specific areas of weakness; specific groups in certain areas change over time
Procedure:	Target Buddy Readers to work with our low attainers; RWI should be having an impact on all learners; Whole school & year group strategy for reading at home; Story cafes; Book Fayres; Books in the home strategy (books given as rewards for school based activities); Targeted support in teaching.
Responsibility:	SLT / Reading Leader
Measurable success indicators:	Gap to national reducing
Timings:	Over time each year
Expense:	Literacy Budget / Co-ordinator to monitor
Resistance:	Gypsy Roma families : known barrier to education attitude; Seek advice and support from the Gypsy Roma Liaison (LA); Utilise Family Liaison Officer training; PP resources to be used on Gypsy Roma families to provide homework packs and additional resources.
Problems	As above
Learning from others:	Liaison with other schools such as The Beeches who also experience issues with large groups of specific minority background students
Engagement	SLT / Headteacher / Current data

<b>Objective 3 : To promote the development of spiritual and cultural traditions</b>	
Background:	We feel there is not a fair representation of all stakeholders. Data and information shows we have many positive events/celebrations during the school year, but this does not fairly represent the current cohort.
Procedure:	Investigate and find out about what the key events are in individual cultures/faiths of our stakeholders; The Equalities Group needs to expand to ensure that the group has a fair representation of cultures/faiths/religious groups; Look at the school calendar of events/activities and look closely at the curriculum; Talk to the children about what religion they are and what they do on their 'special days' ~ ask what they would like to learn about.
Responsibility:	Equalities Group / RE/PSHE Co-ordinator
Measurable success indicators:	Equalities Group : complete a stakeholder survey after 1 full year; Evaluation of respect across all cultures.
Timings:	Review after one full academic/calendar year
Expense:	As required from school budget
Resistance:	Any stakeholder who is devout in their religious beliefs may not be open minded and then be opposed to the ideas listed above; Invitation extended to join the Equalities Group to ensure that their thoughts are taking into account and that they hear the reasoning behind our suggestions.
Problems	Getting the right balance of celebrations; Ensuring that the Equalities Group is representative to ensure a fair balance.
Learning from others:	Collaborative / Triad / Other similar schools (i.e. The Beeches); Equalities Group ~ draw on experience of representatives from all walks of life.
Engagement	Governors / Parents / Staff / SLT / FLO