



Edgewood Primary School

Building skills and values for life

Headteacher: Mr Ed Seeley

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Equality Policy

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, 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-religious affiliation or faith background
- whatever their sexual identity

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 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

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 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 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 relating to pregnancy and maternity



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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

Wherever possible or appropriate, 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 about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

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), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference and we review any equality issues as they occur and incorporate any in our school action plan. We would report on them in the complaints section in the headteacher's report to governors each term.

SCHOOL CONTEXT

Our learners are drawn from the mixed socio-economic communities of Hucknall and surrounding area on the northern fringe of the city of Nottingham. More children are from Hucknall with higher levels of deprivation than the surrounding area.

We are a larger than average primary school with a nursery. We have a PAN of 45 and mixed age classes within KS1 and 2.

Most of our learners are from a White heritage background and the proportion of children with English as a second language and/or from ethnic minority groups are lower than average but increasing.

The faith profile of the School is broadly Christian.

Our Free School Meals is below the national average but hides a significant proportion of our school who live in low paid working families. These 'just about managing' families have many of the same issues but without being recognised or receiving additional funding.

There have a small number of service children.

A small number of children are subject to special guardianship arrangements or are looked after.

The proportion of pupils with learning difficulties and/or disabilities is below the National average but Nottinghamshire has an approach to SEND which means less children are given formal designations than in other authorities.

MISSION STATEMENT

Edgewood 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.

LEGAL FRAMEWORK

We are clear on 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, ethnicity, gender, religion and sexual identity.

We 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.

This policy replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

This policy has been developed to help the school to meet its duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

At Edgewood we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.

- Students will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.

ETHOS AND ORGANISATION

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Edgewood Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the community.
- There should be 'openness' of atmosphere which welcomes everyone to the school.
- The students are encouraged to greet approved visitors with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Although physical access to the school is mostly accessible, arrangements are always made for students and adults to access any hard to reach areas of the school.
- Provision is made to cater for the spiritual needs of all the students through planning of both assemblies, classroom based and externally based activities.

ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Our admissions are administered by Nottinghamshire County Council Admissions so school has no involvement in the process.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

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

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally 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

ROLES AND RESPONSIBILITIES

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the head teacher (or senior leader responsible for Equalities)

- It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Inclusion team/head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Cyber bullying, as discriminatory incidents are not necessarily face to face
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:

- Incident
- Member of staff to investigate further (if incident is reported) or challenge behaviour immediately.
- Response to perpetrator and family
- Response to victim and family
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly
- Incident to be logged on Scholarpack as behaviour concern with the relevant category.
- Incidents to be reported to Governing Body and Local Authority as required.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- All posts are advertised and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Steps are taken to encourage people from underrepresented groups to apply, however staff are appointed to the school based on the closest fit to the person specification/job description. Gender is not included in these criteria. We endeavour to appoint the best person for the job.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.

- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact (eg. Safer Recruitment).

BREACHES OF THE POLICY

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 head teacher and governing body.

REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We use termly team meetings to monitor pupils' learning and use this information to track pupil progress. As part of this process, we 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.

DISSEMINATING THE POLICY

This Equality Policy is available

- on the school website
- as paper copies in the school office

Equality is referenced in the staff handbook and our acceptable behaviour for adults' policy and volunteer guidance.



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Equality Act Action Plan January 2023 – January 2026

Targets	Actions	Timeframe	Lead Personnel	Monitoring	Impact
To communicate the updated Equality Policy to the whole school community	Publish and promote the Equality Policy through the school website and staff meetings.	Spring 2023	ES	GB	The school is fulfilling its statutory duty Available on School web site.
To re-evaluate the impact of current policies and practices on minorities	To analyse data on exclusions, attendance and attainment for protected characteristics and look to identify any trends, reasons for those trends and if changes are needed to practice and policy.	By Easter 2023 and annually each Spring term	ES / MT	GB	The school will continue to ensure that no pupil is disadvantaged at our school due to a protected characteristic.
Accessibility Plan					
To ensure that the access plan is relevant for the school community	To annually review the access plan and take action to accommodate new pupils / parents / staff with disabilities as necessary	Autumn term each year	DB	HT and GB	School users able to access all areas of the school



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Availability of written material in alternative formats including non-visual guides and for parents / careers for who English is an additional language.	To identify any parents who are not native English speakers or have sight issues and to ensure staff support those parents with alternative language resources if needed,	On going Easter 2018	SLT	HT & GB	Written information provided in alternative forms available from the school office on request.
British Values					
To build into the curriculum opportunities to actively promote equality and understanding	Long and medium term planning identifies specific teaching and generally embeds British Values and equality through our vision and values.	From July 2014	Key Stage Leaders	SLT and GB through WITLOs.	The aspect of tolerance and understanding in WITLO judgements is always rated good or better for all teams. Governors assess through their involvement with WITLOs.

Equality Act Impact Report - Spring 2023

Area	Findings	Actions needed	Personnel responsible	Monitoring	Impact
Attendance	PP lower than all (Ethnic minority at or above all data)	Raise PP attendance further	Attendance office PP Lead Other SLT	SLT and governors	PP attendance will improve
Attainment	PP lower than all but higher than PP nationally (Ethnic minority at or above all data)	Raise PP attainment further	PP Lead Other SLT	SLT and governors	PP and SEND attainment
Behaviour and exclusions	PP red cards are slightly higher than non-PP. (Ethnic minority at or below all data) Exclusions are two children – 1PP, 1 not.	Review behaviour policy and investigate link between PP behaviour	Pastoral support Behaviour lead PP Lead Other SLT	SLT and governors	Red Cards will reduce overall and for PP children.