

EQUALITY POLICY

Introductory notes and legal framework

Under the Equality Act 2010, we welcome our general duty to eliminate discrimination, to advance equality of opportunity, and to foster good relations, and our specific duties to publish information about our school population, to explain how we have due regard for equality, and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. 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.

Guiding principles

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-religious affiliation or faith background
- whatever their sexual orientation
- whatever their family make up.

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 in 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 orientation
- family make up.

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, including discriminatory and offensive language.
- 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 including discriminatory and offensive language
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment, including discriminatory and offensive language

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

We ensure that policies and procedures 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 orientation, and with full respect for legal rights relating 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, binary and non-binary
- people of differing sexual orientation.

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:

- all people regardless of disability
- people from a range of ethnic, cultural and religious backgrounds
- all people regardless of their gender and sexual orientation.

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:

- all people regardless of disability
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- all people regardless of their sexual orientation.

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: 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).

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. (See appendix I.)

Ethos and Organisation

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

We ensure the principles listed 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

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, such as anti-semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

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

We keep a record of prejudice-related incidents 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 its related procedures and action plans are implemented.

A member of the Governing Body has a watching brief regarding the implementation of this policy.

The Head Teacher 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 any cases of unlawful discrimination.

The Head Teacher has overall responsibility for recruitment which is done through Eteach, an online recruitment pathway which enables the vast majority of potential candidates to access advertisements. Job opportunities are also published in the Merton Job News which may reach other local candidates and those without online access.

The Head Teacher is responsible for keeping records of all applications and interview notes for up to 12 months after recruitment in case of any questions or queries around selection procedures or decisions.

The Senior Leadership Team has day-to-day responsibility for co-coordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom

- deal with any prejudice-related incidents which may occur
- plan and deliver a curriculum and lessons that reflect the nine principles
- support pupils in their class experiencing any barrier or disadvantage affecting their learning as described in Principle 2
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

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.

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

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

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

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review

We collect, study and use 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.

Date approved by CFC: 29 June 2017

Date for review: 4 May 2020

Date for publication of updated information: June 2018

Signed : 

Headteacher

Signed : 

Chair of Governors

Appendix 1: Equality plan objectives

Objectives for the year 2018-2019 are as follows. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: *Raising self-esteem and skill levels*

To achieve this objective we will:

- encourage children of different ethnicity, gender, age to work together; for instance Year 6 boys who might be reluctant readers will pair up to read with Reception boys in the Summer term
- provide and promote opportunities for all to have access to pastoral support on a confidential basis
- ensure that all staff feel valued and supported to develop professionally

Equality objective 2: *Encouraging critical thinking*

To achieve this objective we will:

- encourage the use of books and other materials (e.g. *Power of Reading* texts) which reflect accurately the wider world; for instance, using novels from around the world in Book Week
- continue to encourage discussion in PSHE
- continue to send invitations to speakers from the community in order to challenge narrow thinking; examples might be Guide Dogs for the Blind, and speakers on citizenship topics
- encourage more intra- and inter-school debates.

Equality objective 3: *Ensuring equal opportunities for progress in learning*

To achieve this objective we will:

- recognise that children may learn by different styles when looking at curriculum development,
- review the accessibility policy to ensure safe and equal movement round the school for pupils, parents and staff
- ensure that all pupils regardless of race, gender and ability have the same access to a high-quality curriculum

Equality objective 4: *Awareness of equality issues when recruiting and training staff*

To achieve this objective we will:

- ensure equal access to professional development opportunities and maternity leave provisions, and that recruitment is open equally to all applicants of whatever background
- monitor the ethnicity of all job applicants and promote diversity in terms of recruitment
- promote CPD opportunities for all staff equally regardless of status, job role, gender or ethnicity

Appendix 2: Information about the pupil population 2018-2019

Number of pupils on roll (including nursery): 461

Gender

Male 229 Female 232

Special Educational Needs & Disability (SEND)

	Number of pupils	Percentage of school population
No SEND	410	88.9
SEND	51	11.1
EHCP	6	1.3

Heritage

Ethnicity	Number of Pupils	Percentage of school population	Ethnicity	Number of Pupils	Percentage of school population
White British	212	48.6	Bangladeshi	1	0.3
White & Black African	3	0.6	Indian	9	2.1
White & Asian	9	2.1	Pakistani	7	1.6
White & Black Caribbean	3	0.6	Chinese	8	1.8
White other	98	22.5	Other Asian	32	7.3
Black African	6	1.2	Other mixed heritage	33	7.6
Black Caribbean	2	0.5	Other ethnic group	3	0.6
Black other	7	1.6	Not stated	3	0.6

Nursery data not yet included.

Other Pupil Groups

Group	Number of Pupils	Percentage of school population
English as an additional language	138	31.7
Looked after or previously looked after	11	2.5
Early Years Pupil Premium	2	0.4
Pupil Premium	37	8.5
Free School Meals	18	4.1
Universal Infant School Meals	179	41.1