

# Kingsway Primary School

## Equality Policy



<b>Governor Committee Responsible:</b>		<b>Staff Lead:</b>	
<b>Status</b>	Statutory	<b>Review Cycle</b>	Four years
<b>Last Review</b>	February 2020	<b>Next Review Date</b>	February 2024

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents.

This policy describes how the school is meeting its statutory duties. It includes information about how the school is complying with the Equality Act 2010 and the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

The Public Sector Equality Duty or 'general duty' requires all public organisations, including schools to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

With two specific duties:

1. To publish information to show compliance with the Equality Duty
2. To publish Equality Objectives at least every 4 years which are specific and measurable

### Aims

- At Kingsway Primary School we do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender, pregnancy, sexual orientation or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance.
- Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
- At Kingsway Primary School, we will:

- strive to eliminate all forms of discrimination, harassment and victimisation;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups

### **General Duty – eliminating discrimination, harassment and victimisation**

- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of discrimination, harassment or victimisation. Should an incident occur, we will deal with it in accordance with school procedures (see behaviour policy).
- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the everyday life of the school.
- We give due regard to equality issues when deciding our priorities in our School Development Plan.

### **Equality of Opportunity**

- All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared with non-disabled children (see Accessibility Policy). The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning.
- The school meets the needs of pupils with a specific medical condition (see Supporting Pupils with a Medical Conditions Policy).
- We recognise that in some subject areas the achievement of one gender is can be greater than the other however we seek to ensure both genders have equal opportunity and ability to reach their full potential.
- Social class, ethnic origin and local context are all strongly linked to performance when considering national trends. We track the achievement of all children and appropriate groups within the school in pursuit of the best outcomes for all children irrespective of their ethnicity, gender, religion or sexuality.”

### **Promoting Good Relations**

- We promote an understanding of diverse cultures through the topics studied by the children, through assembly and through the whole school ethos.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to and empathise with the views of others.
- We prepare our pupils for life in a diverse society – in their secondary education and beyond.
- We review relevant feedback from stakeholders and external advisors when considering equality aspects of our curriculum

### **Governors and Employees of the School**

- All staff appointments and promotions are based on merit and ability and in compliance with the law.
- All governors and employees of the school have a duty to ensure that none of its opportunities are denied on grounds of race, gender, sexual orientation, maternity or cultural background.
- All who work at the school should feel confident that they will not suffer discrimination.

## Monitoring and Implementation

The Head Teacher and Governing Body will monitor the Equality Policy and the equality impact of all policies within the school to ensure they meet the requirements of the Equality Act.

## Equality Objectives: 2020-2022

Objective	Reason For Inclusion	Success Criteria	Actions	Progress
To raise the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with SEND or in receipt of PP	Monitoring of Pupils attending clubs shows less uptake from SEND pupils and PP children	<ul style="list-style-type: none"> <li>All pupils on the SEND register attend at least one club</li> <li>All pupils in receipt of PP from Y1-6 attend at least one club over the course of the year</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice collected regarding school clubs; some clubs decided around pupils preferences</li> <li>Teachers actively promote clubs to target children</li> <li>Teachers/SENDCo explore barriers to children attending clubs with parents and work with club leaders to reduce barriers</li> </ul>	
Raise awareness amongst the school community around prejudice against the Black community	Black Lives Matter Movement	<ul style="list-style-type: none"> <li>Children can talk confidently about the issues facing black people both current and historic</li> </ul>	<ul style="list-style-type: none"> <li>Review the prevalence of black history within our history curriculum</li> </ul> <p>Plan in further opportunities to address issues faced by the black community through:</p> <ul style="list-style-type: none"> <li>PSHE lessons</li> <li>Class and whole school assemblies</li> <li>Black history month</li> </ul>	
Raise the aware of children regarding disability in adults and children	Cultural Capital Questionnaire showed lack of awareness from younger children around disability	<ul style="list-style-type: none"> <li>Disability is well represented within the school resources and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure resources (books, worksheets, posters) included examples of adults and children with different disabilities</li> <li>Inclusion of influential people with disabilities within the curriculum and assemblies</li> <li>Invite visitors into school who have disabilities to share experiences with children</li> </ul>	
Encourage discussion and awareness amongst children surrounding different types of families.	Reflection of the school community	<ul style="list-style-type: none"> <li>All children can confidently talk about their own families and how they are different to others</li> </ul>	<ul style="list-style-type: none"> <li>Review books/resources in school show examples of different types of families</li> <li>Ensure different family types are discussed and represented through PSHE curriculum and assemblies</li> </ul>	