

# FOURLANESEND COMMUNITY PRIMARY SCHOOL



## **Equality and Diversity Policy (Public Sector Equality Duty)**

**Reviewed December 2020 by staff  
Adopted February 2021 by governors**

# Review date: February 2024

| <b>Contents</b>                                   | <b>Page</b> |
|---|-------------|
| 1. Our Vision and Aims for Equality and Diversity | 3           |
| 2. Defining Equality and Diversity                | 3           |
| 3. Purpose and Scope of the Policy                | 4           |
| 4. Roles and Responsibilities                     | 4           |
| 5. Monitoring and Review                          | 5           |
| 6. Bullying and Diversity Incidents               | 5           |
| 7. Complaints                                     | 5           |

## **1. Our Vision and Aims for Equality and Diversity**

‘We will treat everyone at Fourlanesend Community Primary School fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy’

Fourlanesend Community Primary School is committed to:

- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation

[in relation to age the focus is about their employer function and not their school duties]

- Advancing equality of opportunity
- Creating good relations between different groups

## **2. Defining Equality and Diversity**

### **2.1 Equality**

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

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

### **2.2 Diversity**

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

## **3. Purpose and Scope of the Policy**

This policy sets out Fourlanesend Community Primary School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Monitoring and reviewing this policy and reporting annually on progress in the information we publish to evidence how we are meeting the requirement of the public sector equality duty. Please see policy on school website.
- Publishing and reviewing our equality objectives (and reviewing them at least every four years) Please see policy on school website.
- Undertaking other activities and measures as outlined in this policy document, our published information and other relevant documents.

The policy applies to:

- School governors
- Staff
- Parents
- Pupils (as appropriate)
- Contractors
- Visitors to the school

#### **4. Roles and Responsibilities**

All members of the school community, governors, staff, pupils, parents, visitors and contractors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility Fourlanesend Community Primary School will:

- Ensure governors, staff, parents, and contractors are made fully aware of our equality and diversity policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training / development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition school governors / relevant committee have responsibility for overseeing agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

##### **4.1 Breaches of Policy**

Fourlanesend Community Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Governor Complaints Committee. This may lead to disciplinary or other appropriate action being taken.

## **5. Monitoring and review**

Fourlanesend Community Primary School has specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our school website. We will review this information annually.

## **6. Bullying and Diversity incidents**

### **6.1 Pupils**

Fourlanesend Community Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors and/or contractors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the anti-bullying policy.

### **6.2 Staff and Governors**

The council and Fourlanesend Community Primary school view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.

## **7. Diversity Complaints**

Fourlanesend Community Primary School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. Complaints should be made to the chair of governors or vice chair.

Fourlanesend Values:

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

These are integrated and embedded throughout the curriculum and life at Fourlanesend.

### **Action Plans**

Changes that have been made since the 2017-20 Policy to improve how we deliver on Equality.

- 5 staff including the head have undergone team teach training
- Fourlanesend voice assemblies put in place 2019.

- Picture news –to be used for assemblies in every class, every week (promoting equality) 2020
- Jigsaw plans for PSHCE put in place across the school from 2018
- 2018 the school was awarded the Bronze PADL award for championing the student voice
- 2019 the school was awarded the Silver PADL award for championing the student voice
- New paths to access EYFS door and area
- SMSC Equality mark – Bronze award achieved in 2019
- Books purchased and class reads are chosen to reflect modern day Britain and other cultures across the world.
- Emma Cunningham who is our Equality and Diversity lead completed a understanding diversity and inclusion course in October and November 2020 with Purdue University

Our action plans show explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

### **Fourlanesend C P School**

#### **Development of the Equality Action Plan**

It is a requirement that the development of this plan and the actions within it have been informed by the input of all stakeholders. We have achieved this by using the following to shape the plan

- Feedback from staff or input through staff meetings/INSET
- Input from Governing Body meetings
- Feedback from the parent/carer survey
- Feedback from the school council, PSHCE lessons and whole school surveys on children's attitudes to self and school
- Issues raised in reviews of Individual Education Plans, Annual Reviews and Support Meetings

#### **Review of progress and impact**

We make regular assessment of children's learning and use this information to track progress and attainment. As part of this process, we regularly monitor achievement and uptake by gender, ethnicity, special educational need and disability to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps. The governing body has a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire policy and accompanying action plan on a three-year cycle.

### **Publishing the Action Plan**

In order to meet our statutory requirements we will

- Raise awareness of the plan through staff meetings, assemblies, governing body meetings, parent/carers consultations and school newsletters
- Publish the plan on our website
- Ensure hard copies are available on request

### **Accessibility Plan**

| <b>Objective</b>  | <b>Action/Task</b>   | <b>Resources/<br/>By whom</b>               | <b>Timescale</b>                     |
|---|--|---|--------------------------------------|
| All stakeholders have input in devising the Equality Action Plan                                  | Equality Action Plan is disseminated and shared and given a consultation period for all shareholders' input  | Staff time/ All stakeholders                | Ongoing – see meeting minutes        |
| Ensure Equality issues are considered in the policy review cycle                                  | As policies are reviewed, ensure equality impact assessments are carried out to ensure discrimination, harassment and victimisation based on all Protected Characteristics are eliminated  | Gov Body time, Governing Body               | On going                             |
| Ensure curriculum is accessible to every child  | Through monitoring of lessons and planning in line with the SDP Pupil survey and pupil conferencing  | All Stakeholders                            | Ongoing                              |
| Ensure everyone has access to the physical environment.   | Review current access to the school to fit and support each new cohort – a new path for the EYFS garden was laid in Spring 2019 to improve accessibility to the classroom. Currently there are no accessibility needs at the school to the physical environment. | Governors and Headteacher                   | On going to meet needs as they arise |
| Ensure all parents can access written materials related to school, e.g. Policies, newsletters etc | Use of website, satchel post, texting and from March 2020 the use of FoFLES facebook page and google classroom.  | Website/ computer/ Teachers and Headteacher | Ongoing                              |

### **Gender**

| Objective  | Action  | Resources/ By whom                           | What are the timescales? |
|--|---|--|--------------------------|
| Ensure that we provide support and minimise any gaps in attainment or progress | Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils. This is covered in the HT report to the governing body. | Designated member of staff<br>Governing Body | Termly                   |
| Encourage equal access and take up of after school activities                  | Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils.   | AG and Designated member of Governing Body   | Half termly              |
| Monitor behaviour patterns of pupils   | Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils – reported on in the head teachers report to the governing body.       | Staff and Headteacher                        | Termly                   |
| To ensure examples of positive role models in school                           | Monitor and analyse staff profile and act on any trends or patterns   | Governing Body                               | Annually                 |

#### **Looked after Children**

| Objective   | Action   | Resources/ by whom  | What are the timescales? |
|---|--|---|--------------------------|
| Ensure that we provide support for the child and the family and minimise any gaps in attainment or progress | Prior to starting school meet with parents/carers to discuss any needs and how they can be met in school.<br>Offer of specialist support for attachment – Danny Biscombe for the first term or as long as needed.<br>Use of Danny whenever needed throughout the time at the school.<br>Monitor progress and provide support where necessary (reading TA etc). | Designated member of staff<br>(SENCO)<br>Danny Biscombe<br>Governing Body | Annually                 |



**Disability**

| Objective  | Action  | Resources/ by whom                              | What are the timescales? |
|--|---|---|--------------------------|
| Ensure that we provide support and minimise any gaps in attainment or progress | Monitor and analyse children's attainment and progress by SEN and disability and act on any trends or patterns in the data that requires additional support for pupils                                | Designated member of staff SENCO Governing Body | Annually                 |
| Monitor link between SEN and attendance and provide support as needed          | Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils. This is on the headteachers report to the governing body. | SENCO Headteacher                               | Termly                   |
| Monitor link between SEN and behaviour and provide support as needed           | Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils   | SENCO Headteacher                               | Termly                   |
| Ensure needs are met   | Through consultation collect views of reasonable adjustments required for pupils with a disability, their parent and other stakeholders.  | Headteacher, SENCO and relevant stakeholders    | Ongoing                  |
| Encourage equal access and take up of after school activities                  | Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional support for pupils  | AG and Designated member of Governing Body      | Half termly              |

|                              |  |   |         |
|------------------------------|--|---|---------|
| To promote our school values | To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment. This is on the headteachers report to the governing body. | All staff through PHSCE, assemblies, lessons and curriculum | Ongoing |
|------------------------------|--|---|---------|

## Race

| Objectives   | Action   | Resources/<br>by whom                        | What are the timescales? |
|--|--|--|--------------------------|
| Monitor and analyse racist incidents occurring within school                   | Monitor and analyse racist incidents occurring within school and report to the Equality and Diversity Service on a Diversity Incident Report form. This is on the headteachers report to the governing body. | All stakeholders                             | Ongoing                  |
| Ensure that we provide support and minimise any gaps in attainment or progress | Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils  | Designated member of staff<br>Governing Body | Termly                   |
| Encourage equal access and take up of after school activities                  | Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils  | Designated member of<br>Governing Body       | Half termly              |
| Monitor link between ethnicity and behaviour and provide support as necessary  | Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils  | Designated member of staff<br>Governing Body | Termly                   |

### **Sexual Orientation**

| Objectives   | Action  | Resources/<br>by whom | What are the<br>timescales? |
|--|---|-----------------------|-----------------------------|
| Monitor and analyse phobic incidents occurring within school | Monitor and analyse phobic incidents occurring within school and report to the Equality and Diversity Service This is on the headteachers report to the governing body. | All stakeholders      | Ongoing                     |

### **Religion or Belief**

| Objectives   | Action   | Resources/<br>by whom | What are the<br>timescales? |
|--|--|-----------------------|-----------------------------|
| Monitor and analyse incidents occurring in school based on religious grounds | Monitor and analyse incidents on religious grounds occurring within school and report to the Equality and Diversity Service. This is on the headteachers report to the governing body. | All stakeholders      | Ongoing                     |