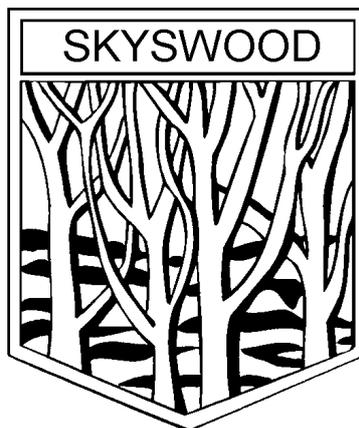


Skyswood Primary & Nursery School

Equalities Policy

2020-2023



November 2020

Review Date – November 2021

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1. Vision and Mission Statement

School Vision

'Skyswood Primary and Nursery School's vision is to provide a happy, caring and challenging environment where children will recognise and achieve their full potential, developing a love for learning in an ever-changing world.'

Mission

We aim to achieve our vision by:

- Valuing diversity.
- Providing a safe and secure environment.
- Delivering a challenging and exciting curriculum through high quality teaching.
- Sharing everybody's achievements and celebrating their successes.
- Involving the school and the wider community in respecting and caring for each other and the world around us.

We value our partnership with parents, school governors and the wider community, and understand the importance of teamwork and shared responsibility.

We fully comply with relevant legislation as laid down in 'The Equalities Act 2010', and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion. The 'Equality Act 2010' is the law which bans unfair treatment and helps achieve equal opportunities in the workplace and in wider society. We recognise that these duties reflect international human rights standards as expressed in the 'UN Convention on the Rights of the Child', the 'Rights of People with Disabilities' and the 'Human Rights Act 1998'.

2. School Context

Skyswood Primary & Nursery School is a thriving one form entry school with a nursery class that is full to capacity from Reception right through to Year 6. The majority of pupils come from middle class backgrounds from the Marshalswick and Jersey Farm catchment area. Social deprivation in the school community is minimal and attainment on entry is generally in line with the average for Hertfordshire schools.

Characteristic	<i>Total Autumn 2020</i>	Breakdown (number and %)
Number of pupils	233	120 Female 113 Male
Number of staff	43	81% Female 9% Male
Number of governors	13	54% Female 46% Male
Pupils eligible for FME	3	1.4%
Disabled staff	0	0%
Pupils on EHC Plans	6	2.6%
Disabled pupils	5	2.1%
BME pupils	45	19.4%
BME staff	2	4.7%
Pupils who speak English as an additional language	34	14.5%
Average attendance rate		96.4% (Summer Term 2020)
Significant partnerships, extended provision, etc.		St Albans Plus (Extended Schools) St Albans Heads & Deputies' Groups

3. Roles and Responsibilities

Our school is fully committed to meeting the public sector equalities duties (PSED). Our general duty under the 'Equality Act 2010' is to ensure that Skyswood Primary and Nursery School:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

All governors, staff, volunteers, pupils and their families are encouraged to develop an appropriate understanding of, and act in accordance with, the school's Equalities Policy.

The School Governors are responsible for ensuring that the school publishes, implements, reports upon and annually reviews the Equalities Policy, showing compliance with the public sector equality duty (PSED) set out in the 'Equality Act 2010'.

Governors also have the responsibility to ensure that there is a consistent response to any bullying or racist incidents, in line with the school's Positive Behaviour Policy and Equalities Policy. Governors also have the responsibility to set one or more specific measurable equality objectives every four years. These objectives should further the aims of the equality duty.

We comply fully with legislation which protects our staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable judgements as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

The Headteacher, in consultation with the Senior Leadership Team, ensures that;

- The Equalities Policy is implemented and regularly reviewed.
- Staff recruitment, training opportunities and working conditions promote equality.
- Staff, pupils and other stakeholders are consulted in the development and review of the school's Equalities Policy.
- There is effective communication of the school's Equalities Policy to all stakeholders.
- The Senior Leadership Team provide appropriate role models for all staff and pupils.
- There are effective mechanisms within the school for the sharing of good practice.
- School policies reflect the school's commitment to equal opportunities.

- Curriculum planning, teaching and learning, classroom organisation, assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality.
- Incidents of bullying or harassment based on race, gender, disability, religion or belief, age or sexual orientation are dealt with fairly in accordance with the school's Positive Behaviour Policy and Equalities Policy.
- Visitors to the school respect and follow the principles that are laid out in the school's Equalities Policy.

All staff have a responsibility to deal with incidents of harassment or bullying and to support the school in their aim to eliminate discrimination. All staff are committed to the delivery of an inclusive curriculum. It is the class teacher's responsibility to organise classrooms, undertake assessment procedures, manage behaviour and promote extended school activities in line with the principles that are set out within the school Equalities Policy.

Staff contribute to consultations and reviews and understand the procedures that are in place to deal with any form of discrimination. Staff behave with respect and fairness to all colleagues, pupils and members of our school community.

Pupils, Parents and Visitors to the school also hold a responsibility to act in accordance with the school's Equalities Policy. When pupils are taken on day trips or school journeys there is an expectation that all providers will act in accordance with the school's Equalities Policy.

The 'Equality Act 2010' protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provision are:

- Gender
- Gender identity and reassignment
- Disability
- Ethnicity and race
- Age
- Religion and belief
- Sexual orientation
- Pregnancy, maternity and breast feeding
- Marriage and civil partnership

4. Gender

Legal responsibility for the implementation of the gender equality duty rests with the school's governing body.

'The Equality Act 2010' emphasises the duty to 'eliminate sexual discrimination and sexual harassment'. Skyswood Primary & Nursery School are fully committed to the promotion of gender equality.'

We understand that in some circumstances it may be appropriate to treat boys and girls, and men and women differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

It is unlawful to discriminate against someone on the grounds of being:

- Male or female
- Married or in a civil partnership
- Gender reassigned

It is unlawful on grounds of gender to:

- Decide not to employ someone
- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references

Staff deliver a curriculum which is 'gender inclusive'. We recognise national patterns in gender attainment and attitudes towards particular subjects. Staff and governors analyse pupil attainment and pupil attitudes on an annual basis with regard to gender. If any issues are identified they are sensitively and purposefully addressed in order to ensure equal opportunities for boys and girls.

5. Disability

The 'Disability Discrimination Act (DDA) 1995' - (Amended in 2003 and 2005), makes it unlawful for a school to treat a disabled job applicant, or an employee, less favourably because of their disability. Schools also have a duty under the DDA to make reasonable adjustments to prevent a disabled person from being placed at a substantial disadvantage by any physical feature of the premises, or by any provision, criteria or practice of the school.

The DDA defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.

That effect must be:

- Substantial (more than minor or trivial)
- Adverse

- Long-term (it has lasted, or is likely to last, for at least a year)

The school is responsible for the behaviour of its staff towards any individual visiting or working on the school premises.

Skyswood Primary & Nursery School take account of the needs of any individuals (pupils, staff, parents, visitors or members of our local community) who are likely to use the school premises. All major building works undertaken give reasonable consideration to the needs of disabled people. As an example, our Environmental Area was planned with regard to ensuring wheelchair access to key areas. At Skyswood Primary and Nursery School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

6. Ethnicity and Race

At Skyswood Primary & Nursery School we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

The school analyses data on an annual basis in order to track the progress and attainment of minority ethnic groups. In any instances of underachievement the school will identify priorities and formulate an action plan to address the issues.

Skyswood Primary & Nursery School are committed to an inclusive education that reflects cultural diversity within our curriculum and through school assemblies. Equal opportunities permeate all aspects of school life. We actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths within the school, whilst giving equal respect and understanding to pupils who may not follow any particular faith. We encourage pupils and staff to develop a critical awareness of diversity and equality and to have the confidence to challenge instances of prejudice, intolerance and discrimination.

The school recognises the value of diversity in the school staff and governing body and ensures that recruitment processes do not discriminate against minority ethnic groups.

The school complies with the statutory duties of recording and reporting any racial 'incidents' in our Racial Incident Log. Incidents are rare but always taken seriously. Any suggestion of racial discrimination is investigated immediately. The school will always take every measure possible to establish the facts before informing parents of their child's involvement in any racial incident, whether 'victim' or 'perpetrator'. Parents are always contacted in the event of a racially motivated incident. The school is committed to the principle of seeking the most positive outcomes for all people who are involved. We understand the legal position with regard to informing the local police and take each case on its merits and outcomes, making a measured judgement as to when police involvement is appropriate and necessary.

7. Age Discrimination

'The Equality Act (2010)' makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants or trainees because of their age, or the age they appear to be.

These regulations cover employees, contract workers, agency temps, casual workers, work experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the premises.

8. Religion and Belief

'The Equality Act (2010)' makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants or trainees on the grounds of their actual or perceived religion, religious beliefs or philosophical beliefs.

These regulations cover employees, contract workers, agency temps, casual workers, work experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the premises.

9. Sexual Orientation

'The Equality Act (2010)' makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants or trainees on the grounds that they are, or are perceived to be gay, lesbian, bisexual or heterosexual.

These regulations cover employees, contract workers, agency temps, casual workers, work experience volunteers, peripatetic teachers and governors.

The regulations do not protect people on account of involvement in sexual practices, preferences or fetishes. Equally, an orientation towards children would not entitle a paedophile to protection under the regulations.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the premises.

10. Remote Learning

The Department for Education (DfE) made it a statutory duty for all schools to provide a remote learning programme for all pupils in the event of any return to lockdown as from September 2020 that will best replicate the planned curriculum for each child's year group. The school recognise that no child should be disadvantaged through not having access to the necessary technology, such as a laptop, enabling them equal opportunities in accessing a remote curriculum. Skyswood have also made arrangements to ensure that remote learning can be provided to individual children who might be required to self-isolate. Staff are committed to providing the best possible access to class learning for any child required to self-isolate. Wherever possible, arrangements will be made for children who are self-isolating to access 'live lessons' remotely. The school have incorporated this provision into their Tier 4 Emergency Lockdown Plan.

11. Continuous Evaluation

The Governing Body at Skyswood Primary and Nursery School are committed to carrying out continuous evaluation to ensure that all policies and practices are equality impact assessed with regard to disability, gender, race and any other forms of unfair discrimination.

The methods to undertake our continuous evaluation may include:

- Data gathering
- Statistical Analysis
- Observations
- Stakeholder Consultation

Continuous evaluation helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group. It also helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

Our annual questionnaires enable the school to analyse pupil attitudes across all aspects of school life. We analyse attitudes with regard to safety and security within school. These questionnaires are analysed in relation to age groups and gender. The number of racial incidents across the school remains extremely low.

We use ASP, Assessment Manager 7 and Family Fischer Trust data to analyse performance of minority groups. Key priorities are identified through our analysis and appropriately addressed.

Annual questionnaires are sent out to all stakeholders. Responses are analysed by staff and governors. If there are any issues with regard to disability, gender, race, or any other form of unfair discrimination, then these issues are immediately reported to the full governing body and appropriately addressed in line with the relevant school policies.

12. Equalities Objectives 2020-23

- To ensure equal accessibility for all children to home learning or remote learning should this become necessary.
- To embed STEPS practices in order to ensure a therapeutic whole school approach to behaviour.
- To raise awareness and improve the provision for emotional wellbeing and mental health throughout our whole school community.