



NIGHTINGALE PRIMARY SCHOOL

EQUALITY POLICY

Introduction

This policy brings together the School's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole School community. Our Equalities Policy includes pupils, staff, governors, parents, carers and all those within our extended school community. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. 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.

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff). We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Hampshire Context

Hampshire is a large and diverse county with over a million residents. 1 in every 49 children in the country attends a Hampshire school. There is a mix of urban and rural areas but the majority of the population live in urban areas. In 2011, the census identified that Hampshire was growing similarly to the UK, that the population was ageing more rapidly, the county was diversifying more gradually and that the county was adapting to changing economic times. The Hampshire population consists of 91.8% White British with White other (3.2%) and Asian (2.7%) being the second and third largest ethnic groups. For 2007/2008 there were 732 reported incidents of hate crime; 85% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. The main religious group Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (0.1%).

School Context

Nightingale Primary School currently has 456 children on role and is mainly a two form entry school with the exception of two year groups which are 3 form entry. The population of the school consists of 86.7% White-British with 'any other white background' and 'any other ethnic group' being the second and third largest selected groups. The School, however, does also protect our students of Indian, Asian, Chinese, Gypsy and Pakistani Ethnicity. 56% of the School of 'No religion', followed by Christian (27.5%). We also protect students in our school that are of other religions such as Muslim, Hindu, Buddhist, Sikh and Jewish.

Diversity of the School Pupil Population:

Figures taken from 2020

| Protected Group | % of population |
|------------------------|-----------------|
| Boys | 50% |
| Girls | 50% |
| Disability | 9.6% |
| SEN | 23% |
| Minority Ethnic Groups | 11% |

| | |
|-----|-----|
| EAL | 9% |
| FSM | 30% |

Diversity of the School Staff Population

At Nightingale School, we also ensure that the diversity of the staff is protected. This includes, Gender, Minority Ethnic Groups, EAL, Religion, Disability, Social Class and Sexual Orientation

National and Legal Context

All schools have duties to promote race, disability and gender equality

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

The general duty to promote disability equality means that we must have due regard to

- Promote equality of opportunity between people with a disability and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with a disability in public life
- Take steps to take account of people's disabilities, even where that involves treating people with a disability more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA).

Accessibility

In order to comply with specific legislation in relation to pupils, staff and visitors with disabilities and to maintain our values as stated in this policy we aim to make our curriculum, premises and community as accessible and inclusive as possible. Any pupil with a physical or learning disability, once enrolled into the school, will be the subject of a meeting which will form an individual plan of action appropriate to that pupil in which the school will plan to make reasonable adjustments to suit his/her learning and/or physical needs.

Physical Environment

The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments and make reasonable adjustments when planning and undertaking future improvements and refurbishments of the site and premises, such as to access, lighting, acoustics, colour schemes and fixtures and fittings.

The school will make all reasonable efforts to enable pupils with disabilities to access off-site visits and trips.

Confidentiality

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out the many and varied activities of school life and will take into account preferences expressed by parents. The school respects parents' and children's rights to confidentiality. See Confidentiality Policy.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment.
- Promoting equality of opportunity between men and women.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term 'transgendered' refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Race Equality

- The general duty to promote race equality means that we must have due regard to:
- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

Dealing with racist incidents

All racist incidents should be recorded on CPOMs which will be seen by the head teacher, deputy head teachers, behaviour and welfare manager, class teacher and any other members of staff involved. Staff should deal with the incident in line with the school behavioural policy.

Age, Sexual Orientation, Faith

We must ensure that we do not discriminate on these grounds. Our Objectives include our priorities and actions to eliminate discrimination and harassment for these equality areas.

SMSC

Strand 1 - Teaching, learning and the curriculum - with emphasis across the curriculum on the 'promotion of common values and valuing diversity', promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

- Our curriculum provides for all to potentially reach outstanding levels of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- Support for pupils for whom English is an additional language enables them to achieve at the highest possible level in English.

Strand 2 - Equity and excellence - equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.

- There are effective approaches in place to deal with incidents of prejudice, bullying and harassment.
- LA and school admission arrangements promote community cohesion and social equity.
- We work to ensure that significant differences in the economic circumstances of the children within our school community do not create inequality of opportunity to engage in school activities, e.g. residential trips.

Strand 3 - Engagement and extended services - providing the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities - locally and more widely.

School policies that link with, and have informed this Policy include

- Access Plan
- Admissions Policy
- Complaints Policy
- Confidentiality Policy
- HAT
- SEND Policy
- SRE
- EAL
- R.E.
- Procedure for Protected Disclosures ("Whistleblowing" Policy)

Principles

In fulfilling our legal obligations, we are guided by a number of principles:

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they are under the pupil premium strategy

2. Recognising and respecting difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability - we understand that reasonable adjustments may need to be made
- Gender (including transgender) - we recognise that girls and boys, men and women have different needs
- Religion and belief - we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we note that all have different experiences as a result of ethnic and racial backgrounds
- Age - we value the diversity in age of staff, parents and carers
- Sexual orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy - we recognise that no one should be at an unfair disadvantage as a result of pregnancy or having recently given birth.

3. Positive attitudes and relationships, a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristic.

4. Observe good equalities practice in relation to staff

- We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights,
- We ensure that we take into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. To reduce and remove inequalities and barriers that already exist

- We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. To consult and involve all parties to ensure views are heard

- For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. Aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics (listed in Principle 2). We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

Governors will:

Monitor the effectiveness of the policy and ensure the school complies with the legislation.

- Review this policy annually and revise it every two years or as appropriate in line with legislation.
- Provide leadership and ensure the accountability of the Head Teacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure that arrangements are in place to deal with concerns or unlawful action that arises
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensure the provision of 'returns' to the local authority)

Head Teacher and senior staff will:

- Initiate and oversee the development and implementation of equality policies and procedures, report progress to the governors.
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained and supported to take appropriate action in any cases of unlawful discrimination, harassment or victimisation
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils and provide effective leadership on equality, inclusion and community cohesion
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice

- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation.
- Ensure that the school carries out its statutory duties effectively

All staff:

Recognise that they have a role and responsibility in their day-to-day work to:

- Promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons
- Respond appropriately to incidents of discrimination and harassment and understand the actions needed to report them.
- Support pupils in their class who have additional needs
- Work to promote anti-bullying strategies
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

Pupils will:

- Treat each other with respect
- Speak out if they witness or are subject to any inappropriate language or behaviour

All parents/carers and visitors to the school will:

- Adhere to our commitment to equality

Publishing the Policy, raising awareness

We recognise that our policy is a public document that should be available to any interested stakeholder. We will promote and publish our policy by:

- Publishing the policy in full on our website.
- Hard copies of the policy are available on request.
- Briefing all teaching and support staff on the key objectives of the policy. A copy of the policy is included in the staff induction programme.

Equality Objectives

- Objective 1** - To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils to raise levels of attainment in core subjects for vulnerable learners
- Objective 2** - To ensure staff have the knowledge to be proactive as well as reactive towards discriminative behaviour towards vulnerable groups.
- Objective 3** - Continue to develop the knowledge, skills and attitudes of all stakeholders to enable pupils to celebrate and value difference and diversity and allow them to ask philosophical questions that challenge discriminative behaviour.

REVIEWING THE POLICY

This policy and its action plan is reviewed annually by the full Governing Body.

Date of Policy Approval: 2020
Date of Next Review: 2024