# School Equality Policy

# George Romney Junior School

**Date agreed by Governors ……………..**

**Review Date ………………..……………..**

# Equality Statement

Our school is a safe and happy place to learn.  Our children are nurtured as individuals with different abilities and talents which are celebrated and developed.  Our stimulating and reflective curriculum inspires children to ask questions and develop positive attitudes to learning both now and for the future.

Our school fosters positive relationships with everyone in our community.  We value the involvement of our parents and families, recognising they are an integral part of their child's learning.  At George Romney we understand the importance of belonging and contributing to our local, national and global community.

We encourage our children to grow into responsible citizens and learn the skills and attitudes required for life in the 21st century.

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). The policy recognises that the school has a duty to remove discrimination, advance equality of opportunity and foster good relations, by integrating equality into the school's core priorities and functions.

This Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

To ensure success and meet the Public Sector Equality Duty the school will:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty [PSED]
- Publish Equality objectives and review them annually

**What do we mean by Equality and Diversity?**
Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

**What do we mean by a Protected Characteristic?**
The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:
- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

**What is discrimination?**
Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:
- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:
- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

- This Equality Policy applies to staff, governors, pupils, parents/carers, visitors and any other members of the wider school community.

- The Equality Policy will be disseminated to extended services offered at the school   i.e. Dalton Children's Centre, community sports and after school clubs.

- Ofsted 2016 made the following specific comments about our school's inclusive ethos:

  - "Senior leaders work to promote pupils' spiritual, moral, social and cultural development and appreciation of British values is good. Pupils know their rights and have a good understanding of the culturally diverse nature of British Society".

  - "Pupils behaviour is outstanding. They are respectful, welcoming and inquisitive. Pupils attend school regularly because they enjoy coming to school and learning with their friends".

  - "Good assessment and tracking procedures ensure that pupils, regardless of their background, ethnicity or starting point in their learning, make at least good progress across the school in all subjects".

- We will make a commitment to listening to staff, pupils, parents and other school users on developing the Equality Policy and action plan through a staff working party, school council, parents' forum and through the school website.

- The Equality Policy and the school's responsibilities therein will be promoted within the school community through Parents' Forums, being available on the school website and by paper copies on request. It will also be included in the staff induction pack too. The Equality Action Plan will be reviewed annually with specific objectives set and monitored.

- The Headteacher and Governors will have the responsibility for managing this Equality Policy.

- We will report on this Equality Policy annually through the School Prospectus and on the school website. We will include in the report any progress that has been made in implementing our action plan and what has been the effect of what we have done.

**Profile of our school**

There are 62 boys and 50 girls currently on roll. 102 of these are White British but we also have:
- 1 any other mixed background
- 4 any other white background.
- 1 white and black Caribbean
- 1 white and black African
- 1 white and Asian
- 2 Chinese

The majority of the children speak English, however 1 child's first language is Romanian; 2 Cantonese, 4 other than English and 1 believed to be English.

There are two accessible toilets in the school. Ramps are installed around the school to enable easier access between the lower and upper junior areas. There is also a ramp installed by the exterior door of the ICT suite. We have an allocated parking space in the car park.

Through our PSCHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We have a school council which consists of elected members from each class, currently 5 boys and 5 girls.

**Ethnicity Equality Policy**

**What are the key Race Equality issues for our school?**

The majority of our children are White British but the following ethnic groups are also represented:

- Any other mixed background      - 1 child
- Any other white background      - 4 children
- White and black Carribbean      - 1 child
- White and black African         - 1 child
- White and Asian                 - 1 child
- Chinese                         - 2 children.

We have the following number of children with a first language of other than English:

- 1 Romanian
- 2 Cantonese
- 4 other than English
- 1 believed to be English.

The remainder have English as a first language.

The wider school community is also predominately white heritage.

Our key issue is to educate the children about other cultures and remove stereotypes.

**What is our school's performance on Ethnicity and attainment?**

- We understand that, although we only have a small ethnic cohort, '1' is a significant statistical number for that individual.
- To be mindful that some children may need some additional language support.
- In the 2018 cohort, no children had English as an additional language.

**What steps has the school taken to address racial incidents and racist bullying?**

- There have been no racial incidents within the school community.
- Annual pupil survey which reveals that children feel safe in school.
- See also our Behaviour and Anti-bullying Policies.
- Staff take the time to explain what the difference is between 'calling names' and 'racist names'. If necessary, parents would be informed if incidents occur.

**What impact have we already had on race equality in our school?**

- Personal and rapid response systems in place.
- Pupil questionnnaire

**Positive steps the school has already taken to address race equality are:**

- people from history curriculum work to ensure wide cultural coverage of personalities.
- R.E. curriculum where individuals are studied – broad coverage of culture and people
- Case studies of individuals and families during Fair Trade fortnight.
- School visit to raise awareness of other cultures e.g. Manchester residential.
- PSCHE curriculum and assemblies including discrimination and bullying (see also our R.E. and PSCHE policies).
- The school has fully integrated the United Nations Global Goals throughout the whole four years of the curriculum.

The school has embedded an anti-racist ethos throughout the school as opposed to a tokenistic approach by:

- all staff have undertaken Philosophy for Children training to Level 1.
- educating the children about other cultures and removing stereotypes.

**Disability Equality Policy**

**Social and medical models of disability**
One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:
- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.

"Confined" to a wheelchair
Can't climb stairs
Is sick
Needs help
Has a bitter attitude
Needs a cure

Is housebound
Can't use hands
Can't walk
Can't talk
Can't see or hear
Needs a Doctor
Needs Institutional care

n the social environment and how it
some people to be disabled:

Badly Designed Buildings
Hypocrisy
No Parking Spaces
Segregated Education
Poverty and low Income
Lack of Enablers

Inaccessible Transport
Isolated Families
No Lifts
Prejudiced Attitudes
Poor Job Prospects

*With thanks to Stockton-on-Tees for diagram*

**What is a disability and how many disabled people are there in the UK?**
Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:
- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

**Reasonable adjustments**

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

To enable all children to access the curriculum:

- School visits are planned accordingly.
- If necessary, staff allow for the additional time required by some disabled pupils to access tasks e.g. use equipment in practical work
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- Teachers and teaching assistants have the necessary training to teach and support disabled pupils
- Staff seek to remove all barriers to learning and participation
- Accessibility plan.

The building has been enhanced so that:

- Areas to which pupils, staff and visitors have access are well lit
- Emergency and evacuation systems are set up to inform ALL pupils, including pupils with
- SEN and disability. Alarms with both visual and auditory components would be considered if a child was admitted with such needs.
- The exterior of the building and the ICT suite are accessible to all pupils.
- The internal access between the upper and lower junior school would be addressed if it became an issue.

**Recruitment and Retention of disabled staff**

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

**Disability and special educational needs**

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

**What are the key issues for our school?**

- We have cognitive development groups in school i.e. dyslexic, ASD and children with moderate learning difficulties.
- The application for appointment form for all new staff provides for the recording of any disability.
- Two members of staff have undergone training in the early identification of dyslexia and SLD training
- We seek to ensure that staff training is up to date and relevant.

- Systems are in place to enable access for the temporary disabled, i.e. children on crutches.
- Health care plans are in place for children with specific medical needs and made known
- to staff.
- Risk assessments for school visits ensure equality of access.
- Updates on impairments are linked to annual equality action plan and evaluated.
- Ongoing discussions with governors, parents and the school council in developing this scheme and action plan.

**What is your school's performance on Disability and attainment?**

- Teacher assessments are used to monitor progress and attainment for children with disabilities through liaison with the SENCO.
- Performance in ASP of SEND children is carefully analysed.
- Termly pupil progress meetings.
- Annual review of profiles each year.
  .

**What steps has the school taken to address incidents of bullying against disabled people or that promote stigma about disability?**

- We are not aware of any incidents of bullying against disabled children in school.
- See Behaviour and Anti-Bullying policies.

**What impact have we already had on disability equality in our school?**

- The school promotes equality in national sporting events such as the Olympics and Paralympics and has welcomed visitors from both an Olympic and Paralympic background.
- The school is inclusive in all ways practical e.g. participation in Cumbria Inclusive Sports activities for SEND children.
- Class teachers review SEND profiles each year as part of the transition process.

**Gender Equality Policy**

**What is gender?**
Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them. In Cumbria there are a number of persistent gender inequalities which could be influenced positively by a school adopting a conscious Gender Equality policy. These include:

- Attitudes towards domestic and sexual violence.
- Reduction of gender segregation in employment
- Reduction of gender gaps in attainment and reduction of gender preferences for specific subjects.
- Development of healthy lifestyles that prevent future health risks that males and females are likely to suffer from in later life.

**What are the key issues for our school?**

The key issue for our school are:

- 'What are perceptions'?
- Remove the stereotypical 'girls v. boys'.
- Increase awareness of the number of children in one parent families.
- A need to work closely with the community.

**What is your school's performance on Gender and attainment?**

- Historically, by the end of KS2, a pattern appears that shows girls outperform boys in SPAG and boys perform better in maths.

**What impact have we already had on gender equality in our school?**

We have:

- Mixed and single gender sports teams
- Dining hall helpers – boys and girls
- BEP – promoting girls' involvement in engineering and science
- Dalton Girls' football team (run by a member of staff using school premises)
- History of gender inequality – People from History month work.
- Anti-bullying policy
- Mixed gender school council.
- Steps taken to improve boys' writing through topic work and reading books.
- To seek to encourage girls to achieve higher in maths.

- Support from other agencies where domestic violence is an issue and support for one parent families.
- In the 2018 cohort:

  - boys outperformed girls in writing at the expected standard; however, a greater % of girls achieved greater depth.
  - Boys outperformed girls in maths quite significantly
  - Girls outperformed boys in spelling but boys were better at SPAG.
  - Boys outperformed girls in reading at expected standard but more girls achieved at greater depth.

  Overall, one of the reasons for these differences was the high % of SEND girls in this cohort.

**Sexual Orientation Equality Policy (Including Transgender)**

Approximately 3% of the population are Lesbian, Gay or Bisexual. In Cumbria this is about 15,000 people. Developing an inclusive approach to understanding Sexual Orientation and Gender Reassignment is critical to achieving Equality.

Lesbian, Gay and Bisexual young people have the same needs as all other young people - they want to feel safe, included and are able to fulfill their potential. The whole school should be involved in creating an atmosphere where everyone feels they can be themselves.

**Homophobic bullying**

Stonewall's 2007 research _The School Report_ found that almost two thirds of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools and 98 per cent hear phrases like 'That's so gay' or 'You're so gay'. School staff should also be aware of the consequences and what they can do. Stonewall's guide on _Challenging homophobic language_ and guidance

**Lesbian, gay and bisexual issues in the curriculum**

The most effective way to prevent homophobic bullying and to ensure Lesbian, Gay and Bisexual young feel included and have the information they need to stay safe, is making the curriculum inclusive of Lesbian, Gay and Bisexual issues.

Stonewall's 2009 report _The Teachers' Report_ found that more than nine in ten secondary school teachers say Lesbian and Gay issues should be addressed in schools.

**What are the key issues for our school?**

- Use of homophobic language.
- Discuss in PSCHE lessons in Upper Phase in relationship topic.

**What steps has the school taken to address homophobic bullying or language and behaviour to reduce homophobia in society?**

- We are not aware of any incidents.
- Our Behaviour and Anti-bullying Policies.
- Pupil questionnaire.
- Staff take time to explain the difference between calling names and homophobia.

**What impact have we already had on addressing Sexual Orientation and Equality in our school?**

- The school equips pupils to live in a society that recognises same sex relationships on an equal basis as opposite sex relationships through annual Sex and Relationships Education.
- Pupils' annual survey reveals pupils feel safe in school.

**Age Equality Policy**

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grand parents and that age equality can apply to norms and expectations that parents fit a standardised age group.

The employment Equality Act 2010 gives people of all age groups rights against discrimination at work.  The regulations cover:

- Mandatory retirement
- Discrimination in recruitment, retention and training
- Dismissal and redundancy
- Statutory sick pay and maternity
- Harassment in the workplace.

**What are the key issues for our school?**

- Involving children in the decision making process.
- Extend to age the actions we are undertaking to meet the specific duties under race, gender and disability.

**What impact have we already had on age equality in our school?**

We have:

- A good knowledge of children's home backgrounds linked to 'Every Child Matters'
- Children who are young carers – supported
- New curriculum work - 'Wonderwall' – children choose focus of the learning.
- School Council – children's voice
- KIDSAFE training and programme from September 2012 onwards to support children in curriculum time.

**Religion/Belief Equality Policy**

The Equality Act recognises that Religion and Belief as a Protected Characteristic. Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

All policies need to ensure that they do not treat any person unfairly on the grounds of their Religion and Belief, and that where a person belongs to a religious minority, their faith is taken into account.

The policy also needs to treat atheists and agnostics on an equal footing to people who profess a faith. Also schools need to consider faith in relation to the curriculum.

**What are the key issues for our school?**

The key issue for our school is broadening the children's outlook thereby ensuring an understanding of major world faiths and removing stereotypes.

**What impact have we already had on religion/belief equality in our school?**

We have addressed religion/belief equality through:

- The RE curriculum
- Trips and visits
- Visitors to school
- Assemblies
- Behaviour and Anti-bullying policies.

**Pregnancy and Maternity**

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated on those grounds.

In the case of a school, no pupil will be discriminated against purely on the grounds of pregnancy. Up to 18 calendar weeks authorised absence period may be given immediately before and after the birth in order to ensure that the student is reintegrated into education as quickly as possible.

Female members of staff are already covered under existing employment legislation.

**What are the key issues for our school?**

That no student should be discriminated against because she has been pregnant, or if she has given birth and the baby was still born (as long as this was at least 24 week before the expected due date). The female student is protected against unfavourable treatment within a 26 week period from the birth of the baby and this includes any discriminatory behaviour because she is breast feeding.

This relates to both indirect and indirect discrimination.

Our pupils are mixed sex, aged between 7 and 11 years of age.

**What provision do we already have in place for female students who are pregnant or have maternity needs within our school?**

We would address this if it ever became an issue.

**Good Relations Policy**

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

**What is meant by good relations?**

Good relations between people from different backgrounds exist when:
- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities
- There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity.

**Schools and their communities**
Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links
- Dalton Headteachers' group
- Administrators' network group.

**What are the key issues for our school?**

- Developing good networking relationships.
- Actively involving parents in children's education
- Contributing to fostering good community relationships.

**What impact have we already had on community cohesion in our school?**

- Curriculum open day
- Focused curriculum days i.e. Maths enrichment
- Parents' evenings
- Open afternoon
- Positive relationships through sports day, fund raising events etc.
- End of year pupil reports
- Multi agency work
- Parents' Forum
- Parents (and other relatives) accompanying school visits and general help in school.

**Teaching, learning and curriculum**

- Promoting shared values through our core values/vision
- Building pupils' understanding of their own identity and the diversity around them:
  - ➢ 'Good to be me' topic
  - ➢ Trips and visits
  - ➢ Ethos of reflection and self assessments
  - ➢ Global topics

- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping through assemblies, KIDSAFE programme and PSHCE curriculum
- Support for pupils for whom English is an additional language
- Assemblies
- Involving members from local communities
- Global citizenship in the curriculum
- Fieldwork visits
- Use of Philosophy for Children
- Adoption of 'Who do we think we are' week as suggested in *Diversity & Citizenship Curriculum Review.*

**Equity and excellence**
- Analysing assessment results to identify performance of different groups
- Tacking underperformance by any particular group
- Removing barriers to access to the school for all groups
- Behaviour policies
- Bullying policies
- Admission policies
- Data analysis and intervention to address underachieving groups

**Engagement with extended services**

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change
- Linking with other schools, nationally and internationally
- Safer Schools Partnership with Cumbria Constabulary  - PCSO's

The school's extended services have reached out to different groups through:

- School nurse
- Social Services
- DCC
- Action 4 Children