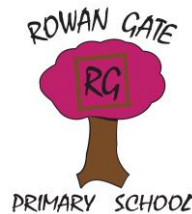


# ROWAN GATE PRIMARY SCHOOL



## EQUALITY POLICY

### POLICY REVIEW

This policy has been reviewed in line with the following: (Reviewer please tick box)

a) Ensuring the policy is up to date and meets mandatory requirements



b) Ensuring the policy is fit for purpose and that practice adheres to the policy.



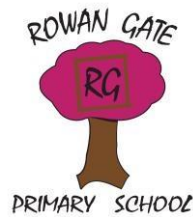
*Reviewed and Updated in January 2024 by : Laura Clarke*

*Print Name*

*Headteacher*

***Policy will be reviewed again in January 2025***

# ROWAN GATE PRIMARY SCHOOL



## EQUALITY STATEMENT

Rowan Gate Primary School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other.

This applies to the school as a place of education, a business, and an employer.

Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This policy sets out how the school will satisfy its duties under the Equality Act to eliminate all behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation).

The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by Rowan Gate governing body with the help of the leadership team and staff, in-line with the Equality Act 2010 and is the foundation of all the school's other policies.

Other school policies can be accessed via the school's one drive locations, the website or in paper form, on request from the school admin offices.

### **School profile**

The school is a primary special school where **all** pupils have an EHCP (Education, Health & Care Plan) or statement of Special Educational Need. All children therefore have significant or severe learning difficulties with a range of needs admitted. This includes specific provision for pupils with Autism.

The school accommodates children who reside in the North Northamptonshire Local Authority area requiring a specialist primary school setting, and for whom learning difficulties is their primary special need, as well as children outside the area where spaces permit. We have two sites and additional satellite classes.

- As in any special school provision, the population of children is ever changing and growing with each new intake of pupils. Over time we have noted that the population at Rowan Gate generally has:
- A significant proportion of children with Autistic Spectrum conditions as their primary need.
- A large proportion of boys.
- A number of looked after and post looked after children.
- A high proportion of children supported by Early Help Assessments, Child in Need plans and Child Protection Plans.
- A predominantly female staff.
- A minority of children and staff from backgrounds other than White British declared. Opportunities need to be sought therefore for pupils to experience a multi-cultural society as found in some cities as well as opportunities to understand how others live.
- The majority of pupils do not have a religion declared.

### **What we have done**

- Adaptations for building access will be addressed through the school's Accessibility Plan so that the school is physically accessible to all, including wheelchair users, with ramps and lower access buttons usually in place where needed and door clips in place to allow doors to remain open where needed.
- The school's Accessibility Plan is an integral part of our school's development plan and is updated every three years – it is actively promoting access to the curriculum, information and physical access.
- The school has completed specific, targeted training to enable staff to meet the needs of individuals including training for staff on learning difficulties, autism, sensory differences, behaviour difficulties, Norfolk steps, communication, language difficulties, visual difficulties and hearing impairment.
- The school has further adapted the curriculum to maximise access across all subjects including the adaption of learning materials.
- The school works closely with outside support agencies to ensure the most effective support is in place ( e.g. speech and language therapists, physiotherapists, educational psychologist)
- The school purchases and uses a range of specific equipment to enhance learning and support (e.g. to allow different seating/standing and communication arrangements)
- Improved ways for greater involvement of children with disabilities to be given a voice have been re-established e.g. circle time, school council, class council. Pupil views are sought prior to EHCP reviews and in line with guidance for children in care and children supported by Child in Need or Child Protection plans.
- Improved transition arrangements between schools and improving arrangements for transition between our school sites and classes.

- Links with mainstream schools allow pupils who have strengths in certain subject areas to be challenged and experience success in an age-appropriate setting.
- Staff, SLT and pupils have collaborated to produce an updated code of conduct within which all staff members should conduct themselves at all times.

## **Roles and responsibilities**

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. An Assistant Head has the day-to-day responsibility for coordinating the implementation of this scheme.

### **The governing body will:**

- create and set itself equality objectives as part of the school improvement plan
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equality objectives on a yearly basis
- ensure that parents are informed of any incident which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality objectives through the school website.

### **The headteacher and senior leadership team will:**

promote the equality objectives within the school and externally to the rest of the community

- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body, what is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs

### **Staff will:**

- ensure that they are up to date and aware of the contents of this policy
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

## **Pupils**

Pupils at the school will:

- engage with the school in eliminating any discrimination
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.
- Be taught elements of the equalities act within our Wellbeing sessions and assemblies. Guidance for these will be taken from 'No Outsiders in our school' (Moffat A 2016)
- 

## **Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the equality in school.
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.
- respect and follow our equality plan when visiting the school.

## **Key groups at risk**

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to protected characteristics they identify with.

## **Our school addresses this by**

- Ensuring that our aims and core values relate to every member of our school community.
- Taking guidance from 'No Outsiders in our school' (Moffat, A 2017)
- Ensuring that we regularly evaluate the impact of all school policies (particularly admissions and attendance, behaviour, collective worship, target-setting, teaching and learning and performance management) on the equality groups as identified in this policy and take action to improve our policy and practice where necessary, through having specific actions on the school development plan.
- Ensuring that, wherever possible, the equality groups as identified in this policy are reflected in the language and images of all publications (including the school prospectus, publicity to promote school events, website).
- Ensuring that the school's policy on school uniform makes reasonable allowances for expressions of identity and ease of use for pupils who are disabled.
- Ensuring that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays.
- Ensuring that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice.

- Ensuring that equality values are represented in the everyday language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained.
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life.
- Ensuring that equality values are represented in the everyday language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained.
- Ensuring the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour.
- Ensuring the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference groups.

## **Disability**

The School already makes the following provisions for children with disabilities under the Disability Discrimination Act:

- Training for staff on learning difficulties, autism, behaviour difficulties, Norfolk steps approach to behaviour, epilepsy awareness, sensory processing, ADHD and supporting strategies are woven into training days, twilight sessions and staff meetings. Regular medication training is also offered to ensure general and specific medical needs can be managed safely in school.
- The curriculum has been adapted to meet the needs of disabled pupils, providing pre formal, semi formal and formal routes to access learning depending on pupils age and developmental stage of learning.
- Materials have been adapted.
- Additional resources have been purchased.
- Adaptations for building access are being addressed through the school's Accessibility Plan.
- Information for parents and public is regularly reviewed in line with the DDA.
- The accessibility plan is an integral part of our school's development plan and is updated every three years – it is actively promoting access to the curriculum, information and physical access.
- Improved transition arrangements between schools and improving arrangements for transition into our school and on to secondary provisions.
- Whole school training on behaviour management, positive reinforcement, staff as role models and Outreach delivery to mainstream schools.
- Whole school training on language difficulties.
- Whole school training related to health issues e.g. asthma, epilepsy.
- Whole school training on safeguarding.
- Looking at whole school policies with the potential for any discrimination that may arise e.g. anti-bullying policy.
- Implementation of ways for greater involvement of children with disabilities to be given a voice e.g. circle time, school council, peer mentors, Wellbeing designated sessions.
- The school involvement with local Mental Health Support Team practitioners. Training of a middle leader in Mental Health Leadership.
- Involving children (all of whom have disabilities) and their parents in making decisions.

- Whole school training on the teaching of reading and phonics approaches in particular plus use recent Early Years national guidance related to early child development and PSHE.

You can find all the information about our school's SEN provision including provision for inclusion in the school's **SEN policy** and the school's **accessibility plan**.

### **Promoting equality and social awareness in school and within the local community**

- The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.
- The school will only make links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality.
- The school will not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy.
- The school will promote early understanding of the equalities act through wellbeing sessions.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy**.

### **Class Council, School Council, Antibullying committee**

Our class, school council and the Antibullying committee give our pupils voice and we encourage pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in social interactions and get along with a variety of different types of people. Our school council is led by the PSHE lead and trainee Mental Health Lead.

### **Recruitment**

Rowan Gate Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation.

Rowan Gate Primary School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equality policy is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

The school will ensure that that all staff are aware of this Equality policy and wider equality issues through staff training and professional development and that this is an essential element of the induction training for all staff.

The School has adopted of local authority Personnel Policies and School staffing and Pay Policy.

## **Staff**

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Staff discipline and suspension**

Rowan Gate Primary school is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **code of conduct, staff discipline, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

### **Behaviour, exclusions and attendance**

The school **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for all pupils. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school **attendance and behaviour policies** for more information on the processes surrounding these topics.

### **The curriculum**

At Rowan Gate Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide a curriculum that provides pupils with opportunities to explore and develop their own values and beliefs while recognising and respect those of others. We promote high standards of personal behaviour, positive and caring attitudes



towards other people as well as an understanding social and cultural traditions and an appreciation of equality and diversity. We use Gridmaker to track activities relating to SMSC. The contents of the school grid are scrutinised termly and an annual report produced to ensure continued improvement and breadth of opportunity.

This can take place across all curriculum areas but has particularly strong links to Religious Education, Collective Worship, Wellbeing and PSHE. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to understand equality and promote fairness and respect towards others.

As our pupils travel through our school we endeavour to equip them with the skills they need for life, providing them with an engaging, creative and flexible curriculum that accommodates their ever-changing needs. We believe that our thematic approach provides a variety of contexts for pupils to develop and consolidate their skills, whilst ensuring there are opportunities for enquiry and independent investigation and learning.

Our '5 keys-Roots to Growth' is the framework for learning and improvement and underpins our curriculum. We feel that this ensures that our pupils are able to develop strong foundations in their learning as well as developing positive levels of physical and emotional wellbeing.

We strive to ensure that the curriculum equips pupils for life in a diverse community e.g.

- Multi-cultural studies are part of the PSHE/Citizenship curriculum.
- Equality act is part of the wellbeing planning.
- Community Cohesion is promoted in RE, PSHE/Citizenship and through English, Drama, Music and Art in particular.
- Pupils undertake studies of specific countries in Geography as part of a themed topic.
- Different religions and beliefs are taught and various festivals celebrated.
- Dedicated lessons focused on wellbeing- based on the action for happiness model.

Individual and personal achievements are celebrated in a weekly celebration assembly. These have returned to a face to face event in the school halls. All parents are welcomed to the assemblies; parents of children gaining certificates receive an individual text or call invitation.

Performance opportunities are open to every child in the school through annual celebrations and our creative partnerships opens the school's doors for parents of **every** child in **every** year group in turn to see their children perform.

The school raises funds and promotes local, national and international charities through themed charity days, mufti days and activities linked to the curriculum. Three focus charities are chosen by our children and families at the beginning of each academic year.

We seek to nurture the development of the personal, social, health & economic education of each child by:

- Raising pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort.
- Offering a supportive climate for learning
- Providing a foundation for acquiring the skills needed to learn and grow up at ease with oneself.

- Increasing motivation and deepening understanding through providing relevant opportunities for “real life learning”
- Improving ability to report and become responsible for own learning.
- Reducing chances that pupil’s education will be impaired by outside forces e.g. fear of bullying, drugs misuse.

PSHE will empower young people to make decisions based on knowledge, skills e.g. communication of emotions, and fundamental values e.g. fairness, freedom, rights and responsibilities.

## **Monitoring and review**

This equality policy will be reviewed bi-annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

## **Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children’s and young peoples’ views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

*At regular intervals throughout the year the head teacher provides **monitoring reports** for review by the governing body. These will include:*

- progress against targets relating to equality and future targets
- school population
- recruitment and retention
- key initiatives.

## **Outcomes**

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes.

Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

### **Reporting on our progress**

The school will report the monitoring and impact of the equality objectives on the school's website annually.

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**Signed by**

**Chair of governors Date:** .....

**Headteacher Date:** .....

**This policy will be reviewed:**

- Every two years
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.