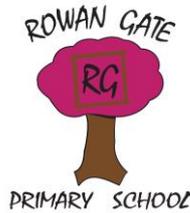


ROWAN GATE PRIMARY SCHOOL



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

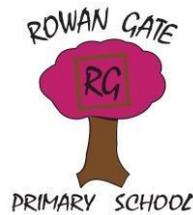
b) Ensuring the policy is fit for purpose and that practice adheres to the policy.

Reviewed and Updated in January 2020 by

Print Name

Policy will be reviewed again in January 2024

ROWAN GATE PRIMARY SCHOOL



EQUALITY POLICY

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, staff and parents in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **special educational needs policy**, **admissions policy**, **anti-bullying policy** and the **behaviour policy**.

These can be located on the schools T drive under School Policies and the school website. They are included as part of the schools induction process for staff and governors. A copy can be requested from the school office.

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 Wellingborough and East Northamptonshire Local Authority area who require 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.

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 (Presently 75%)
- A number of looked after and post looked after children
- A predominantly female staff.
- Few children from minority ethnic backgrounds. (30% of our school population have a race background other than White British) 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.

Information over times tells us that it can be very hard to engage with parents positively, therefore we have a family liaison team working to support, encourage and engage parents.

Timing and scheduling of Governors meetings deters some possible governors, who may experience child care difficulties.

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, Asperger's syndrome, behaviour difficulties, Team Teach, communication, language difficulties, visual difficulties and hearing impairment.
- The school has 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 implemented e.g. circle time, school council, class council, and here to help volunteers.

- Improved transition arrangements between schools and improving arrangements for transition between our school and colleges.
- We have formed a girls dance club with our sports coach, fostering confidence and friendships.
- Links with mainstream schools allow pupils who have talents in certain subject areas to be challenged and experience success in an age appropriate setting.
- Staff have worked together to produce a code of conduct which shares our priorities and how we treat others. (See appendix)

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. The Deputy 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 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 working environment
- 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
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- 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.

Parents, carers, and visitors

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

- familiarise themselves with the school's single 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 school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality 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:

➤ **Race** ➤ **Gender and transgender** ➤ **Religion or belief** ➤ **Sexual orientation**

Our school addresses this by

- Ensuring that our mission statement, aims and core values relate to every member of our school community.
- 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 ("reasonable

allowances” to be limited by the extent to which adaptation of the school uniform might be used to represent an affiliation to a group or belief which might not be in keeping with the other key principles laid out in this policy.)

- 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.
- Whole school LGBTQ+ workshops aimed at preventing and tackling homophobic, bi phobic and transphobic bullying.

➤ **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, Team Teach, epilepsy awareness, sensory processing, ADHD and supporting strategies are woven into training days, twilight sessions and staff meetings.
- The curriculum has been adapted to meet the needs of disabled pupils, providing 3 different ways to access learning depending on pupils age and 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 schools 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 between our school and colleges.
- 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.
- Consultation with parents with reference to the Healthy Schools programme.
- Whole school training on safeguarding issues.
- 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.
- Involving children (all of whom have disabilities) and their parents in making decisions.
- Further whole school training related to visual difficulties and hearing impairment.
- Specific training for KS1 relating to communication and hearing impairment difficulties.
- 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 PSHEE.

You can find all the information about our school's SEN provision including our 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.

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, Anti bullying committee

Our class, school council and the Anti bullying 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.

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 policy 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.

This can take place across all curriculum areas but has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. 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 our 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.
- 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.

Individual and personal achievements are celebrated in a weekly celebration assembly

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 funds and promotes local, national and international charities through themed charity days, mufti days and activities linked to the curriculum.

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 single equality policy will be reviewed 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. Where 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 schools website on a yearly basis.

Signed by

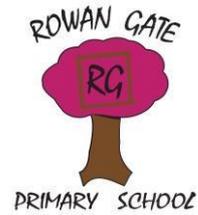
Chair of governors Date:

Headteacher Date:

This policy will be reviewed:

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

CODE OF CONDUCT



Our first priority in school is our children.

We follow school protocols, including TEAM TEACH guidance. We will be caring and supportive in our interactions with each other. When we are in school we model appropriate behaviour.

At Rowan Gate we value all of our staff and the work they do.

We offer a clear structure of line management and support at work.

We offer varied and comprehensive training.

As employees, we all abide by the following Code of Conduct that supports the 5 keys of our school ethos.

As an employer we comply with standards of good practice concerning the needs of the staff in our working environment. This determines the way we as professionals treat everyone within school, whatever their age or ability.

The Code of Conduct defines what is OK at Rowan Gate in our daily working practice, and what is not OK.

It's OK ...

- To make a new start
- To praise positive behaviour
- For children to make mistakes
- For adults to say sorry
- To respect different ideas
- To give time to a child
- To ask for, and accept, help
- To offer and give help
- To appreciate others' strengths and recognise their weaknesses
- To ignore minor behaviours
- To have fun
- To have a sense of humour and use humour in a positive way
- To enjoy your work
- To know when to walk away or hand over
- To give children choices
- To let the children 'win'
- To have high expectations
- To nurture our children
- To look beyond the children's behaviour
- To treat each child individually
- To think before interrupting a lesson
- To be sensitive to the individual needs of each child

It's not OK ...

- To bear a grudge
- To use sarcasm
- To belittle people's ideas

To insist that everyone conforms
To criticise each other
To devalue others' work
To be rude
To make yourself feel better at the expense of others
To moan
To neglect your responsibilities to all children
To act in anger
To compare children
To confront children
To overpower children
To say a child is too old for something
To deny children food
To force children to eat something
To talk about personal matters in front of children
To deny children their communication aids
To talk negatively about children at all
To write negatively in home/school book without a phone call
To "explode"
To dismiss a child's feelings
To try to control children by scaring them

Staff - Should you have any queries about the content of this leaflet, please contact your line manager.