

Priory Junior School Equality Policy



Equality of opportunity at Priory Junior School is based on one of our core values. The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society.

Priory Junior School is opposed to all forms of prejudice and discrimination.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

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

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - pupils' progress, attainment and achievement
 - pupils' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
11. A member of the governing body has a watching brief regarding the implementation of this policy.
12. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
15. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

17. 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.

Breaches of the policy

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and review

19. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
20. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Date approved by the Governing Body: 29th February 2016

Equality Objectives 2016 – 2020 (to be reviewed annually)

Equality Objectives (specific and measurable, and outcome-focused)
To narrow the gaps between boys and girls in writing by the end of Year 6.
Through training, ensure all staff feel confident in supporting children with EAL, to enable them to make good progress.
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
To increase the membership of vulnerable pupils in out-of-school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act
To increase attendance of all groups of pupils, and in this way, reduce or remove inequalities in attainment throughout the school, particularly inequalities related to the protected characteristics listed in the Equality Act.
To review the diversity of the staff as a governing body, on an annual basis, and in doing so, improve understanding of diversity of staff as a whole.

Community Cohesion Plan 2016 - 2020

The choice of appropriate actions to promote community cohesion is based upon the school's needs, and context.

For this purpose the four geographical components of community are seen as:

1. School community
2. Local community
3. UK community
4. Global community

Areas	Actions
i. Teaching, Learning and the Curriculum	<p>School Community: PSHE Curriculum Pupils will have a weekly, scheduled circle time, whereby issues will be dealt with School Council Play Leaders Monitors Peer Mediators Friends of Priory – links with school fete, leavers discos, film nights, etc. Bike Crew Restorative Approaches School ethos and values Parent Do Days Class Assemblies, Music Assemblies</p> <p>Local Communities: Fund-Raising events Trips to places of worship Sports groups Hunts Schools Partnership tournaments Host school and organiser of Cambs Schools' Cross Country Championships Links with Feeder Infant School and Secondary school – including visits St Neots Schools Forum membership Work in an informal partnership with Priory Park Infants and Little Paxton Primary Trips to local places of worship Local visitors leading assembly Sustrans Bike It links Visits to local places – Waitrose, museum, fire station (Y5 Safety Day), town centre Harvest collection for Salvation Army Y4 swimming Y3 visits and learning theme of St Neots</p> <p>UK Community: Y5 Visit to Bedford places of worship – mosque, gurdwara, church Y6 visit to Natural History Museum Y5 visit to National Space Museum (Leicester) Y4 visit and learning theme of Cambridge</p>

	<p>Harvest collection for Salvation Army Residential trips – Y4 and Y6 Visitors to school, including Olympic athletes Choir visit to O2 Arena – Young Voices concert</p> <p>Global Community: Y5 links to Africa – theme of learning, including focus on Nelson Mandela, and storytelling African drummers Geography focus of countries around the world – Egypt, Greece, USA, rainforests Assemblies</p>
ii. Equity between groups in school, where appropriate	<p>Circle Time Restorative Approaches Peer Mediators School Council PSHE Monitoring of participation in provision Identification and monitoring of provision for additional needs Half-termly Pupil Progress Mtgs – termly tracking of progress</p>
iii. Engagement with people from different backgrounds, including extended services	<p>African drumming workshop – Y5 Range of other visitors to school – including Olympians, Para-Olympians, authors</p>

The following outcomes will be monitored and reported as an indicator of how successful the action plan is:

Outcomes
Racist Incidents, and other forms of discriminatory incidents – SEN, homophobic
Exclusions
Attendance monitoring
Participation levels in extra-curricular events, including parental events
Pupil attainment and progress, including gaps for all groups of pupils

The Teaching and Learning Committee agreed the action plan on 29th February 2016.

Progress against outcomes will be monitored and reported on annually.