



Equalities Information

January 2016

GRAND AVENUE PRIMARY ANDNURSERY SCHOOL

EQUALITY INFORMATION

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Our vision

Grand Avenue Primary and Nursery School seeks to foster a warm, welcoming and respectful environment, which allows us to challenge discrimination and inequality. We will work and learn free from harassment and violence; resolving any conflicts peacefully.

Our practice includes due regard to all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access or learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

The purpose of this Equality Information document is to set out how our policies and practices have due regard to the need to build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

This Equality Information document, our Equality Objectives and the school Equalities Policy are inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and outside agencies.

Aims of our Equality Practice

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and where possible, within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our Principles

The school endeavours to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. The school actively seeks out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion** within our school and within our local community
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our duties

We comply fully with legislation which protects all our staff (including teachers, teaching assistants, office staff, SMSA's) from discrimination based on the protected characteristics. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training, employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. (See Antibullying and Harassment policy)

Our staff team are aware of their equality duties and the differing needs of protected groups within our school community. Staff interpret their duties positively; take the necessary actions to remove barriers to exclusion and work hard to ensure a safe, positive and inclusive environment.

We will ensure all members of our school staff identify opportunities for promoting our vision and our duties on equality legislation across all aspects of school life. We promote the engagement, participation and involvement in school of all children and their families. For example ; we have disabled access including disabled parking bays, ramps inside school and disabled toilets, and we are fully aware of the dietary requirements of ethnic groups.

We endeavour to make equality of provision for all our pupils in a variety of ways, including through;

- preparation for entry to our school and transition through the key stages
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- statutory testing arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- our arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- home learning
- access to school facilities
- activities to enrich the curriculum, eg visitors, visits
- staff welfare

Roles and responsibilities within our school community

Our Headteacher will:

- ensure that governors, staff, parents/carers, pupils, visitors and contractors are engaged in the development of and informed about the aims of our Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality documentation and monitors practice within the school
- ensure that the objectives arising from the policy form part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy and objectives annually

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the School development plan

Our parents/carers will:

- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to the policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy
- be fully aware of the policy and how it relates to them
- understand that Equality practice involves the whole school and support the policy
- identify any queries or training requirements

The school has established good links with our local and our wider community. We welcome visitors into our school, from them we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Developing Equality Information

We have used data, other information about our school and Equality analysis as a measure to determine the effects of our practice on different groups. We have taken a step-by-step approach to equality analysis as set out below:

1) Identifying who is responsible for the equality analysis

Equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning, governance and decision-making arrangements. This means that any person making a decision or advising the decision-maker about a policy undertakes an equality analysis, with appropriate assistance and support.

2) Establishing relevance to equality

We ensure that all of our policies and practices, both current and proposed, have given proper consideration to equality.

3) Analysing our equality information

We acknowledge that Equality analysis is an opportunity to identify ways to advance equality of opportunity and to foster good relations. We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

4) Monitoring and review

Our equality analysis helps us to anticipate and address the policy's likely effects on different groups. The effect of the Equalities policy will be monitored closely. We may find that we need to revise the policy if negative effects do occur. For example; area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent.

Services and Support

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. Eg Education Welfare Service, Health partners.

We work closely with the local authority on procurement to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment?
- Could the proposed procurement affect the promotion equality of opportunity amongst the school community?
- Is there a need to include an equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Responding to incidents

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These may be directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour. (see Anti-bullying and Harassment Policy)

Through our school ethos and curriculum, we want our pupils and staff to understand better the diversity that exists in society. We address every reported incident, understanding and responding to the needs of any victim, the perpetrator and the wider school community.

We record all bullying incidents within a school data base. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Concluding statement

Alongside our Equalities policy and Objectives, this Equalities Information document will be actively promoted and disseminated through our website. We will review our documentation annually and analyse whether our policy, practice and related objectives have furthered the aims of the general equality duty and in particular, educational outcomes for all within our school community including reference to the protected groups.

Appendix A - Key legislation

Equality Act 2010- Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Appendix B

Our school within the wider context – 2016 data

639 pupils

322 Girls 317 Boys

3.9% of our pupils have free school meals

9.7% of our pupils have Special Educational Needs

34.4% of our pupils have an ethnic minority background