



# Town Field Primary School



## EQUALITY POLICY

<b>Date of Ratification:</b>		<b>Signed:</b>  <p style="text-align: right;">Helena Honeybone (HEAD TEACHER)</p> <p style="text-align: right;">Jeremy Johnson (CHAIR OF GOVERNORS)</p>
<b>Review date:</b>		<b>Signed:</b>  <p style="text-align: right;">Helena Honeybone (HEAD TEACHER)</p> <p style="text-align: right;">Jeremy Johnson (CHAIR OF GOVERNORS)</p>

### Safeguarding Statement

At Town Field Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Town Field Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

**Everyone has the right to be treated with dignity and respect.**

**The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.**

**The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:**

- **Eliminate unlawful discrimination**
- **Advance equality of opportunity**
- **Foster good relations between people from different equality groups**

**This is called the public sector Equality Duty and its purpose is to promote equality for all.**

## **Legal Requirements**

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools– such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

## **Our Vision and Aims for Equality and Diversity**

This school is committed to recognising and welcoming the breadth and diversity of tradition, belief and culture of our society. The School will promote equal opportunities for education and beyond.

The School is opposed to discrimination, racism and xenophobia, including those forms that are directed towards religious or belief groups, gender groups [including gender reassignment], social groups, asylum seekers and those people with disability.

## **The purposes of ensuring equal opportunities in our school are:**

- To give every child the opportunity to achieve the highest possible standards.
- To create an inclusive school that provides a quality education for all the children in our community.
- To enable every child to be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- To enable every child to develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

- To promote a curriculum that reflects the various cultures and groups in the world and the diverse community we serve.
- To enable all parents and carers to actively participate in the work of the school.
- To ensure that the school buildings and site are welcoming and accessible to all children, staff and visitors.
- To enable us to appoint the best quality staff.
- To provide guidance and support to all staff when dealing with behaviour or actions of others that are discriminatory.
- To provide every child and all staff with a learning environment that is free of racism and discrimination.

**‘We will treat everyone at Town Field Primary School fairly so that all members of our school community can be free to live, learn and enjoy’.**

Town Field Primary School is a large and lively, culturally diverse school close to the centre of Doncaster. It caters for approximately 450 pupils aged 3-11. The school is proud of its high standards, inclusive ethos and of its commitment to meeting the needs of all its pupils.

57% of children have English as an Additional Language (EAL). There are 40 different languages spoken by the pupils in school, broken down as follows:

Language Code	Description	Number of Pupils
AKA	Akan/Twi-Fante	1
ALB	Albanian/Shqip	2
ARA	Arabic	9
ARAG	Arabic (Algeria)	2
BNG	Bengali	1
BSL	British Sign Language	1
BUL	Bulgarian	5
CHI	Chinese	8
CHIC	Chinese (Cantonese)	1
CHIM	Chinese (Mandarin/Putonghua)	7
CZE	Czech	1
ENG	English	225
FRN	French	2
FUL	Fula/Fulfulde-Pulaar	2
GER	German	1
HDK	Hindko	1
HER	Herero	1
ITA	Italian	2
KUR	Kurdish	1
KURM	Kurdish (Kurmanji)	1
LTV	Latvian	9
OTL	Other Language	1
PAT	Pashto/Pakhto	3
PNJ	Panjabi	21
PNJM	Panjabi (Mirpuri)	1

PNJP	Panjabi (Pothwari)	2
POL	Polish	71
RMI	Romani (International)	5
RMN	Romanian	18
RUS	Russian	1
SLO	Slovak	1
TAM	Tamil	2
TGLF	Filipino	1
TGLG	Tagalog	2
TUR	Turkish	4
URD	Urdu	45
VIE	Vietnamese	1
ZZZ	Classification Pending	2

The table below shows the breakdown of the different Ethnic groups in school:

<b>Ethnicity Code</b>	<b>Description</b>	<b>Number of Pupils</b>
AIND	Indian	10
AOTH	Any Other Asian Background	19
APKN	Pakistani	35
BAFR	Black - African	9
BCRB	Black Caribbean	2
BOTH	Any Other Black Background	3
CHNE	Chinese	9
MOTH	Any Other Mixed Background	7
MWAS	White and Asian	3
MWBA	White and Black African	8
MWBC	White and Black Caribbean	2
OOTH	Any Other Ethnic Group	1
REFU	Refused	1
WBRI	White - British	174
WOTH	Any Other White Background	66
WROM	Gypsy / Roma	3

In addition to this information:

14 % of children are in receipt of Free School Meals.

16% of children are classed as FSM Ever 6 Pupil Premium.  
9% of children have Special Educational Needs.

### **Our responsibility to the pupils of Town Field**

- All children will have access to a place at our school according to our School's admission policy.
- Children will have equal opportunity and access to the education and care provided at the school irrespective of their race, religion, gender, ability, disability, value systems or social class; this includes appropriate provision for children with specific learning or physical needs or disabilities.
- All children will be respected and their individuality and potential recognised, valued and developed.
- Every child will be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities.
- All children will be taught the knowledge, understanding and skills that they need to function in a diverse society.
- All children will be taught that racism and other forms of discrimination are wrong and will not be tolerated.
- All children will be consulted, at certain points in their time at our school, about the schools' effectiveness in meeting the needs of all children and families including accessibility.

### **HEADTEACHER**

#### **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.
- making sure the school Equality Scheme and its procedures are followed, including by contractors and supply staff
- making sure the equality plans are readily available and that the governors, staff, children, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

### **STAFF**

#### **All staff will act according to the values and principles of our school aims and code of conduct. We will:**

- Support the acquisition of children's language and communication skills through a vocabulary rich curriculum, modelling and specific programmes and interventions as needed such as NELi.
- Ensuring the needs of all our learners are fully met by careful planning and delivery of sessions which precisely match children's needs.
- not segregate children into specific groups except where legally required to do so for administration or data collection
- avoid stereotyping.
- recognise that all individuals are of equal worth. We foster attitudes, values and relationships that promote an understanding of and respect for others whatever their ethnicity, gender, abilities, religious or linguistic background.
- model behaviours and teach fairness in matters of gender, race and disadvantage. We develop emotional intelligence, tolerance and empathy.
- be alert to the needs of all children and ensure children of all personalities and levels of confidence shine through.
- ensure that curriculum content and resources are presented in a way which does not stereotype or discriminate against any groups.
- Staff will receive training in providing an inclusive curriculum, supporting children who may be vulnerable to discrimination. They will also monitor standards of attainment and challenge all forms of unacceptable discrimination including racism.
- The beliefs and practices of all staff will be respected and all reasonable requests for leave related to religious observance and practice will be granted.

- All staff will deal with racist incidents and other acts of discrimination that may occur; know how to identify and challenge racial and cultural bias and stereotyping;
- All staff will support all children in their class and incorporate principles of equality and diversity into all aspects of their work.

## **GOVERNING BODY**

**The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented. It will:**

- ensure that we eliminate any incidents discrimination and harassment in our School and actively promote equality;
- ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.
- monitor any discrimination, bullying and harassment of staff and children and take appropriate action to address and eliminate it.
- secure confidence that the admissions policy is being implemented and that the criteria for places at our School are rigorously followed;
- ensure that all reasonable adjustments are made (follow medical or specialist advice where appropriate), to allow new and existing staff, children and families and other users with disabilities to work effectively within the school.
- monitor the achievement of all children, including groups that experience barriers to learning, and challenge the staff to raise those standards
- work with staff to create, implement and monitor action plans that improve our school and lead to better outcomes for all children and increased accessibility for all staff, families and other users of the School

## **FAMILIES AND OTHER USERS**

- All parents and/or those with parental responsibility of children attending the school will have equal access to their child's records, subject to certain restrictions as defined in the Education (School Records) Regulations 1989.
- All parents and/or those with parental responsibility of existing and potential children will have equal access to curriculum documentation and whole school results in National tests.
- The beliefs and practices of all families will be respected (as long as they comply with the laws governing the UK) and all reasonable requests for leave for children related to religious observance and practice will be granted.
- All parents and carers will have opportunities to provide information concerning accessibility for their children, themselves and other members of their family at registering and admission times. In addition, their views will be sought through a questionnaire and interviews with staff and governors.

## **Race**

**We recognise that Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.**

**We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.**

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

### **Tackle unlawful discrimination by:**

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;

- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups

**Advance equality by:**

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

**Foster good relations and cohesion by:**

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations

## Disability

**We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.**

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

**Tackle unlawful discrimination against people with disabilities by:**

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

**Advance equality for people with disabilities by:**

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

**Foster good relations and cohesion by:**

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

## Gender

**We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.**

**We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.**

We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

### **Tackle unlawful discrimination by:**

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

### **Advance equality for girls, boys, women and men, in all our functions by:**

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

### **Foster good relations and cohesion by:**

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

## Religion and Belief

**We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.**

We are committed to working for the equality for people based on their religion, belief and non-belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

**Tackle unlawful discrimination by:**

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

**Advance equality in all our functions by:**

- Removing any barriers which prevent children and adults of all religions, beliefs or non-belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non-belief

**Foster good relations and cohesion by:**

Encouraging the equal participation of people of all religions, beliefs and non-belief in all aspects of school life

**Sexual Orientation and Gender Identity**

**We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment.**

**We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.**

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

**Tackle unlawful discrimination by:**

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

**Advance equality for of LGBT people in all our functions by:**

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

**Foster good relations and cohesion by:**

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non-stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum

## Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

### **Tackle unlawful discrimination by:**

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

### **Advance equality by:**

- Assessing the impacts of our policies, functions and procedures on promoting age equality

### **Foster good relations and cohesion by:**

Increasing the inclusion of positive, non-stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

### **Anti-bullying**

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will take to address bullying and discriminatory incidents in our Behaviour/Anti-Bullying Policy. We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required

## **SUMMARY**

### **Roles and responsibilities**

**The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.**

### **Employment Practices**

**In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.**

**Our school follows the LA employment policy regarding:**

- recruitment and selection
- arrangements for training and developing staff
- performance appraisal systems
- monitoring the following for fairness-
- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances
- Grievance
- Disciplinary
- Harassment
- Discrimination

## Due Regard

Under the legislation we are required to pay *due regard to* equalities when planning and implementing policies, functions or procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

The Governors will review this Equalities Policy every 4 years, but need to consider actions taken and those still outstanding on a yearly basis.

## Publication

The School's Equality Objectives are published and are available to all on our website

## Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

## Equalities Policy Action Plan 2017-2021

This plan sets out how school will demonstrate what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors' role, school improvement processes and our self-evaluation processes.

Aims	By Whom	Actions
<b>Promote equality of opportunity for all groups</b>	Head Deputy Governors Clubs co-ordinator Site manager	<ul style="list-style-type: none"><li>Tracking data for all groups three times in a year</li><li>Clubs registers and variety of clubs reviewed</li><li>Physical access issues addressed by site manager as and when needed</li><li>Application and interview process to follow LA and diocese guidelines, including all applicants being asked the same questions and anonymous shortlisting</li><li>School questionnaire to be used on new Reception and Nursery visits each September – resulting issues to be added to this action plan</li><li>School questionnaire to be given to all parents from 2017 to create a baseline of disability and difficulties information. Resulting issues to be added to this action plan</li></ul>
<b>Eliminate unlawful discrimination against any group</b>	Subject co-ordinators All staff Site manager	<ul style="list-style-type: none"><li>Subject and other school policies being reviewed must include reference to inclusive practice</li><li>General tidiness issue to be addressed to ensure safe passage round school, including coat peg areas especially.</li></ul>
<b>Eliminate harassment related to any individual or group</b>	Head Deputy Head	<ul style="list-style-type: none"><li>Collation of all bullying harassment / incidents</li><li>Reporting of incidents to the LA as requested</li></ul>
<b>Promote positive</b>	PSHE co-ordinator	<ul style="list-style-type: none"><li>Use of outside agencies to engage pupils with social difficulties</li><li>PSHE curriculum and associated activities including presentations by</li></ul>

<b>attitudes to, and good relations between, all groups</b>	Assistant Head	<p>different groups of pupils</p> <ul style="list-style-type: none"> <li>• Invitation to outside representatives of groups to present assemblies eg RNIB</li> <li>• Use of Thrive and Roots of Empathy</li> <li>• Subject co-ordinators, where possible, to purchase resources reflective of all groups eg textbooks or posters depicting positive images</li> </ul>
<b>Encourage participation by all groups</b>	Assistant Head Deputy Head SEN support Trip organisers	<ul style="list-style-type: none"> <li>• Phone call or texts for parents with poor literacy skills</li> <li>• Use of outside agencies to engage hard to reach parents and children</li> <li>• Y6 children group to review access to school and create a Y6 exit questionnaire</li> <li>• Trip registers to reflect full participation, cultural issues to be addressed eg. some groups of girls especially do not attend residential visits. Other arrangements could be considered for those pupils.</li> <li>• Risk assessments for trips and visits to cover eg disabled access</li> </ul>
<b>Training on equalities and related issues</b>	Head SLT  SENCO Governors Teachers Support staff Admin staff	<ul style="list-style-type: none"> <li>• Governors and staff to be aware of and able to carry out this policy as part of everyday practice</li> <li>• SENCO to sit on SEN Panel for Doncaster [if possible] – to have better insight into the high needs allocation process and alternative provision as well as outside resources and groups that school could engage with</li> <li>• New staff to follow Equalities training as part of their induction programme</li> <li>• Monitoring of Statement and SAP trackers to be carried out three times a year. Outside professionals to provide training on specific issues around disability.</li> </ul>