



Single Equality Policy

Beam County Primary School

Approved by:

Date:

Written on:

5th December 2019

Next review due by: 5th December 2020

Beam County Primary School recognises that all individuals have fundamental rights and therefore adopts a rights based approach to equality. We develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion. We are 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 (direct or indirect), 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 plan sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other 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 Beam County Primary School's governing body with the help of the headteacher staff and pupils 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** (see school website or ask the school office for a paper copy).

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. The current summary of equality-based actions being undertaken by the school is set out in annex A. This document will be reviewed annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

We are a three-form-entry primary school (ages 3 to 11) situated in Dagenham. Whilst the proportion of pupils known to be eligible for free school meals is slightly above the national average, our ward is in one of the highest socially deprived areas. Furthermore, we are classed within the highest score in London for measures for the lack of attainment and skills in local population. 91.6% of pupils are from minority ethnic heritages, 75% are classified as EAL. The largest of these groups are those of Black African heritage, who make up nearly one-third of the school's population. The proportion of pupils with SEN support is above the national average (16%) However, the SEN support with EHC Plans is lower than the national average (1%). Their wide range of needs includes specific learning difficulties, autistic spectrum disorders and behavioural, language and emotional difficulties. With our vision of Striving, Inspire and Community underpinning our values.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of a pupil.

Each person, each day, in Beam has the right to be safe and able to get on with our work or learning. It is the mission and values of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

At Beam, we strive to eliminate all forms of racism and racial discrimination and seek to educate pupils in a manner which promotes community cohesion in a multicultural society. We recognise the need to encourage children to develop respect for self; and others.

We also recognise the needs of children with special educational needs and disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND Code of Practice; 0 – 25 years (May 2015) and Equal Opportunities and Disability legislation. Teachers modify teaching and learning as appropriate for all children.

Our OFSTED rating is classified as good. We promote pupils in becoming themselves so that they make meaningful contributions to society. Our outcomes for end of key stages are above national average in both attainment and progress. Sporting performance and dance are to a high standard: achievements include consistently being Borough sporting representatives and performing Dance at the London Assembly Hall.

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. *[Job title]* has the day-to-day responsibility for coordinating the implementation of this scheme.

The governing body

The governing body will:

- create and approve this document with the help of the headteacher and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan on annually and make any amendments to improve on the plan when and where necessary
- oversee the implementation of the equalities plan, monitor equality outcomes,
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school website and Parent Bulletin.

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both 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 on how the plan 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

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- 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 plan when visiting the school.

Key groups at risk

Whilst 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

- School environment is welcoming to all minority groups.
- Promoting an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work and resources around the school.

➤ Disability

- Some children may have medical, sensory or physical disabilities, in addition to their special educational needs, we are committed to meeting their needs

and ensure that all reasonable steps are taken to ensure that they are not disadvantaged compared with non-disabled children.

- Providing an environment that allows physical/sensory disabled children and adults access to the school premises.
- Teachers modify teaching and learning as appropriate for children with physical/sensory disabilities, by modifying teaching materials or adapting the task.

You can find all the information about our school's SEN provision including our provision for inclusion [and reasonable adjustments] in the school's **SEN policy**, **SEN Information Report** and the school's **accessibility plan**.

➤ **Gender and transgender**

- **If analysis of pupils' attainment data indicates areas where girls achieve less well than boys – or vice versa – we will take measures to address this discrepancy.**
- **Ensuring that early literacy skills are promoted in all activities in the EYFS**
- **Ensure that the starting points for writing activities capture the interests and imagination of boys and girls alike.**
- **Remove gender bias from our resources.**

➤ **Religion or belief**

➤ **Sexual orientation**

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

Community cohesion

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

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**.

Nurture Group

Friendship group – To practice and rehearse skills needed to form friendships.

Robins' room – To support children developing early maths and literacy skills with a PLP or EHCP.

Owls' room – To support children with speech and language difficulties

Clever Cats – For children working 2 years below age expected or pre-key stage

Atlantis Room – To support pupils with more complex needs.

Little Leaders – To bring students that are struggling in a classroom environment to an intimate environment to work on key literacy and numeracy skills and teach them how they long

Pupil voice

Through our support of student voice, we encourage our 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 mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

Within our school pupils have a proactive voice as:

- Wellbeing Ambassadors
- School Councillors
- Digital Leaders

Recruitment

Beam County 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. Beam County Primary School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan 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.

(More information about our recruitment procedures can be found in the school **safer recruitment 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 including the duty to make reasonable adjustments;
- 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

Beam County Primary School is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our **staff discipline, conduct, 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 pupils with special educational needs and disabilities. 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, behaviour and exclusions policies** for more information on the processes surrounding these topics.

The curriculum

Within our curriculum equality is predominantly explored during PSED, P4C and Votes for Schools. Nevertheless, across the curriculum: History, English, Maths, Science, PE and art equality issues are discussed.

Monitoring and review

This single equality plan 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 headteacher and senior leadership team will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- 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.

Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

ANNEX A

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
All	Publish and promote equality plan on website, newsletters etc	Include reference in annual survey of parents/staff	Headteacher	Ongoing with review after survey	Staff aware of aims of policy and implement them throughout school. Parents acknowledge plan and question impact in survey
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	Head teacher / Governing body	Termly	Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups