



Oaklyn Gardens, Shanklin, PO37 7DG

Tel: 01983 869910

admin@gattenlakepri.iow.sch.uk

Equalities, Equity and Diversity Policy

(including Equality Objectives)

July 2021

Signed

Signed

Headteacher

Chair of Governors

Date:

Date:

Review date: July 2022

1. Document Information

Title:	Equalities, Equity and Diversity Policy – including equality objectives (replaces previous race, disability, gender equality policies)
Status:	Reviewed following legal updates and review of equality objectives
Author:	<div style="border: 1px solid black; padding: 5px;"><p>Mrs Rebecca Day, Headteacher Gatten & Lake Primary School ✉ ☎ (01983) 869910</p></div>
Consultation:	Governing Body
Approved by:	Governing Body
Approval Date:	
Review Frequency:	Annual review and reflection of equality objectives
Next Review:	

2. Contents

1	Document Information	1
2	Contents.....	2
3	Legal Framework	3
3.1	Related Documents	3
3.2	Equality Act 2010 update.....	4
4	Statement of Intent	6
4.1	Monitoring and review	6
4.2	Measuring Impact	7
5	Policy commitments	7
5.1	Promoting equality: Curriculum.....	7
5.2	Promoting equality: Achievement	7
5.3	Promoting equality: Ethos and culture	8
5.4	Promoting equality: Staff recruitment and professional development	8
5.5	Promoting equality: Countering and challenging harassment and bullying	8
5.6	Promoting equality: Partnerships with parents/carers and the wider community	8
6	Responsibility for the policy	10
6.1	The Governing Body.....	10
6.2	The headteacher and senior leadership.....	10
6.3	All school staff	10
7	Equality objectives.....	Error! Bookmark not defined. 11
8	Complaints	Error! Bookmark not defined. 14
9	Closing statement	14

3 Legal framework

Legal duties:

We welcome our Public Sector Equality Duties (PSED) duties under Section 147 of the Equality Act 2010 to:

- **Eliminate** discrimination, harassment and victimisation
- **Promote** equality of opportunity to all
- **Foster** good relations between the whole school community

In fulfilling our legal duties, we will ensure irrespective of a persons protected characteristic that we will:

- Ensure that all learners and potential learners are treated with equal value
- Provide access to education or employment at our school are pupils and staff are treated with dignity and respect
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- Be an inclusive and equal opportunities employer with regard to recruitment, retention and CPD opportunities
- Ensure that we welcoming and supportive of the local community

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Related documents

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy

-
- Complaints Procedures Policy
 - Equal Opportunities Policy: Pupils
 - Equal Opportunities and Dignity at Work Policy
 - Data Protection Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

3.2 Equality Act updates

Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010, schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for Gatten & Lake Primary School?

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Our Uniform Policy will take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;

-
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
 - schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Gatten & Lake Primary School is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school, we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of maintained school.

Race: As a result of Government, review of the Equality Act 2010 and further consultation caste is included within this protected characteristic. At Gatten and Lake Primary School we will ensure that we make every effort to ensure that we promote inclusion at all levels of teaching and learning and employment. We will continue to eliminate discrimination, harassment and victimisation, promote equality of opportunity and foster good relations within the school and wider community. When we develop or review policies, procedures we will take this into account to ensure that we meet our legal duties under the Act.

4 Statement of intent

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers, which could lead to unequal outcomes for identified groups and individuals of pupils, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access to education whilst at the same time celebrating and valuing the diversity of our community.

We believe that equality should filter through all aspects of school life and is the responsibility of every member of Gatten & Lake Primary School and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth.

Within our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race including caste, religion/belief, sex, and sexual orientation as recognised protected characteristics under the Equality Act 2010.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

4.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy, is the headteacher, the governing body with the support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the schools responsibilities in this regard;
- Working closely with the nominated governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement

-
- Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

4.3 Measuring impact

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups. As part of this policy action plan a timeline will be published within the SIP to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and/or changes to policies/procedures/action plans etc.

5 Policy commitments

5.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school, including the promotion of British Values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

5.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

5.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

5.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

5.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

5.6 Promoting equality: Partnerships with parents/carers and the wider community

Each school aims to work in partnership with parents/carers. We:

-
- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
 - Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
 - Encourage members of the local community to join in school activities and celebrations;

6. Responsibility for the policy

In our schools, all members of the school community have a responsibility for the promotion of equalities.

6.1 The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The equalities policy is maintained and updated regularly; and that equality objectives are easily identifiable and achievable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents which are a breach of this policy and ensure that appropriate action is taken

6.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

6.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

7 Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Whole school training to include governors	<p>Highly trained and motivated staff and governors</p> <p>Staff, GB aware of: Public Sector Equality Duty (PSED) Section 147 – Equality Act 2010</p> <p>PREVENT Duty – Counter Terrorism and Security Act 2015</p> <p>Monitoring of the number or reported diversity incidents</p>	<p>CPD – Minnie Moore</p> <p>Equality and Diversity Refresher training and updates following CPD February 2020</p> <p>Prevent Training</p> <p>Ongoing – report to FGB, updating where the school is in terms of progress to action plan.</p>	HT	<ul style="list-style-type: none"> – E&D Refresher Training – staff and governors – Led by RD (Following CPD with Minnie Moore HIAS) – E&D session with pupils – Whole school assemblies led by RD, identifying themes and focus through the protected characteristics as well as contextually through the school curriculum and SCARF themes. – FGM/Trafficked/Children Missing in Education – Update CPD for DSL's and updated at annual SG training – PREVENT/British Values (WRAP training attended by HT/GB) – ongoing promotion – Stonewall Champion School – ongoing work with this regard, disseminated into school.

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
2	Leadership and Management	<p>School Vision and Values to be reviewed to ensure it is wholly inclusive in relation to protected characteristics, British Values as well as SMSC development</p> <p>To ensure the external view of the school matches the internal view, secured through accurate representation of the school in all promotional materials including paper copies of documentation as well as the school website.</p> <p>Successful pupil progress of all children across all 9 protected characteristics (7 with regards to the children)</p> <p>Provision Map, including strategies to improve outcomes for pupils successfully implemented across the school – SENCO</p>	<p>Whole school Vision and Values evaluation and update with all stakeholders involved at different stages</p> <p>Website and paperwork review and update to ensure this reflects the equality, equity, diversity and inclusivity of the school.</p> <p>Data management across each of the 9 protected characteristics to measure and monitor pupil progress and reduce achievement gaps</p> <p>Leaders and governors will have an accurate and comprehensive understanding of the quality of education in all classes across the school so that they can plan and refine actions to improve all aspects of the school's work</p>	<p>HT/ SLT/ all staff/ GB</p>	<ul style="list-style-type: none"> - Vision and Values reviewed with teaching staff, support staff, Governors, pupils and parents. Identify words that link to a brief acronym for the values of the school... linked to the school 'strapline' as well as the wider holistic view of education at Gatten and Lake. - School website updated and tabs added to ensure the equality, equity, diversity and inclusivity of the school matches the statement of the school. - Parents of pupils starting school in September 2021, have new promotional material. - Multi-Vulnerable children progress tracking being developed - ongoing - Replicate SEN tracking proforma for pupils who are in receipt of additional funding and who are falling behind so that there is more detailed evidence of progress made. (SEN Tracker) - Review data each half term. - Track pupils entitled to funding who are falling behind into lessons- what provision are teachers providing to help them catch up - Pupil progress meetings at least termly will focus on provision for pupils falling behind and those entitled to the pupil premium and its impact on pupil progress. Where progress slows provision will be changed swiftly. Continue to diminish the difference between disadvantaged pupils/SEND and other pupils - The Pupil Premium Report /Impact of actions tracking will include close scrutiny of funding and impact for each year group and pupil group.

3	Teaching and Learning	<p>Equality of opportunity and recognition of diversity are promoted through teaching and learning.</p> <p>Long term planning identifies the Equality and Diversity provision in each classroom</p> <p>Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to pupils, including all protected characteristics.</p>	<p>Proportion of observations that include the positive promotion of E&D</p> <p>E&D is seen as good or best practice evident through the experiences of the children and is reflected in pupil feedback</p> <p>Promotion of British Values, SMSC, Equality and Diversity within the curriculum and collective worship opportunities with pupil responses clear and evident.</p>	All staff	<ul style="list-style-type: none"> - Observations show good use of progress of provision to enable all children to access the curriculum. - The promotion of British values is controlled within planning documentation, e.g. assemblies – linked to class assemblies, SCARF linked to the wider work of the school (SCARF – SAFETY, CARING, ACHIEVEMENT, RESILIENCE, ENJOYMENT) - Survey with children to understand their understanding of Prejudicial language and behaviour including Equality and Diversity, Protected characteristics, along with British Values. Baseline assessment and repeated assessments of this surveys to show progress for pupils. - Collective Worship assemblies and displays around the school promote Prejudicial language, behaviour and protected characteristics materials as well as British Values - Assembly Planning document - British Values embedded into the scheme of work for PSHE/ SCARF - Appropriate provision is in place, track the progress of all pupils, especially boys, carefully across the school and intervene swiftly if progress slows. But for al protected characteristics - Feedback from parents on interventions and work of the school in its Equality and diversity agenda as well as about how their children engage and perform at Gatten and Lake. - SEND Pupil Passports will identify support strategies for pupils so that teachers are aware of each child's specific needs. This will include data, strategies to support Quality First Teaching, additional resources/prompts, likes and dislikes medical needs and learning styles specific to the child. - Inclusion leader to closely monitor additional interventions and data to ensure funding is having a strong impact on pupil progress. - Teachers will align work in class to PP and SEN pupils' and other groups of
---	------------------------------	--	---	-----------	---

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
					pupils to give every child the best chance of success. 'Excellence for each child each day'.

8 Complaints

If there are complaints about this policy or anything within this policy, please follow the complaints process as detailed on the website, as a separate policy

9 Closing statement

Adherence to this policy will ensure that all staff and stakeholders - teaching staff, teaching assistants, volunteers, governors, pupils of Gatten & Lake Primary School support the spiritual, moral, social and cultural development of pupils actively promoting British Values.

Strong practice in this area will ensure a safe and aspirational learning environment where all children and young people are able to feel a sense of belonging and provided with opportunities to value their identity and their similarities and differences with others. This will support pupil understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern society.
