



Spring Grove Primary School

EQUALITY AND DIVERSITY POLICY

Spring Grove Primary is a small caring school that aims to make everyone within it happy, secure and valued. We view all children as individuals, acknowledging their life experiences, family culture, physical ability, gender, race, religion, interests and abilities. We help them to achieve their very best academically and socially whilst they are with us. We encourage the children to become independent learners for whom education is a positive experience that remains with them for life. We aim to communicate well with each other and the wider community and believe that a school is successful when there is a shared understanding of aims.

This Policy covers all areas of school life and has been agreed by governors. All the principles within it apply to both adults and pupils. Spring Grove Primary School is committed to eliminating all forms of discrimination, and actively promotes equality of opportunity for everyone.

The School recognises its duty to give dedicated services to people on equitable terms. This policy sets out how the school intends to meet its commitments by working alongside everyone, irrespective of disability, race, gender, sexual orientation, age, religion or belief. In addition to meeting the statutory duties covering Race, Disability and Gender, the School is committed to including age, religion or belief, and sexual orientation within its equality promotion work.

This policy applies to all employees, pupils, volunteers, placements, working parties and groups associated with the school, contractors and elected members of the Schools governing body.

To this end we have one policy with three strands, each similar in spirit but each with its own clear and comprehensive duties and requirements. The three strands are race, gender and disability.



Race Equality

This policy considers the issues raised by a multi-cultural community and the nation in which we all live and aims to eradicate any possibility of racism and institutional racism.

The Race Relations Act 1976 (Section 71) places a general obligation on public authorities, including all maintained schools to promote good race relations. The Race Relations (Amendment) Act 2000 amends the Race Relations Act 1976 and strengthens its application to public authorities by covering areas that were previously excluded. The Education and Inspection Act of 2006 requires schools to promote community cohesion. The duty to promote community cohesion is explicitly placed on the Governing Bodies of schools. Within each school it is for the Governing Body to discharge this function as part of its leadership and management role.

Community cohesion is about working towards a society in which:

- there is mutual respect, a common vision and sense of belonging by all communities
- the diversity of people's backgrounds is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and are developed in the work place, schools and the wider community.

Gender Equality

This policy aims to promote equality of the sexes through challenging stereotypes, providing positive images and equal access to a range of experiences within school. All staff are encouraged to treat seriously any sexist incidents should they occur.

The duty of the School under the Equality Act 2006 means that the School, in carrying out its duties, must have due regard to:

- the need to eliminate discrimination that is unlawful under the act
- the need to eliminate harassment that is unlawful under the act
- promoting equality of opportunity between men and women, not just to avoid discrimination



Disability Equality

This policy recognises that pupils with disabilities must be monitored closely to ensure they reach their full potential. This policy aims to ensure that any pupil with a disability has complete access to the curriculum and all aspects of school life wherever physically possible. The school environment is well adapted for adults and children with a physical disability. We continue to adapt the building as and when necessary to allow full access and ease of movement for all.

The duty of the School under the Disability Discrimination Act 2005 means that the School, in carrying out its duties, must have due regard to:

- the need to eliminate discrimination that is unlawful under the act
- the need to eliminate harassment that is unlawful under the act
- the need to promote equality of opportunity between disabled persons and other persons.
- the need to take steps to take into account a person's disabilities, even where that involves treating disabled persons more favourably than other persons.

Race Equality

Culture and Community Languages

Community languages are positively recognised and celebrated within the school. If support is needed for children who have English as their additional language, it is provided by the school. All staff differentiate the curriculum to support the needs of children for whom English is an additional language.

Pupils' religions are noted and any adaptations to the school day needed for religious observance will be made. We follow the Widening Horizons Religious Education Programme and teach about all major world religions.

Pupils from traveller families are admitted in line with the school's admissions policy and are given appropriate support with advice from the Hounslow traveller support team.

Pupils from refugee or asylum seeking families are admitted in line with the school's admissions policy. They are given any relevant support.

Families on income support are assisted by school wherever we can, for example financial help for trips, uniform, theatre groups etc. Parents are encouraged to see us in confidence if they need help.



Culture and the Curriculum

The curriculum of the school embraces world cultures which are included and acknowledged in:

- ❖ the planning and teaching of relevant subjects
- ❖ resources and school displays
- ❖ visitors and visits

We gained the International Schools Award in 2009 and have extended the opportunities within the curriculum to study more widely.

Opportunities within PSHCE are taken to reinforce positive self image and to challenge stereotypes. The school follows the Drugs in Primary School Initiatives programme, SEAL and RESPECT programmes which actively promote self esteem.

Gender Equality

In order to meet our ***GENDER EQUALITY DUTY*** (GED) we will:

- consult our school community and other stakeholders to gather their views on gender issues
- take into consideration local authority action
- gather information on the effectiveness of policy by assessing and evaluating its impact
- use the information to review policy and practice
- review and revise the scheme at least every three years
- report progress annually to the Local Authority
- have gender equality, along with race equality and disability equality, as regular items on the governing body agenda.
- have evidence of our GED for monitoring and inspection

Spring Grove Primary School is answerable to the Equal Opportunities Commission (EOC)/Commissioner for Equality and Human Rights (CEHR).

- we analyse data and track the progress of children taking note of any gender issues and take action accordingly
- we ensure the curriculum we teach challenges gender stereotyping and homophobic attitudes
- we take seriously any incidents between children of a sexist nature, logging such incidents and supporting victims appropriately



- our PSHE & C curriculum includes raising of self esteem
- we aim to decrease discrimination and increase gender equality through our teaching and school ethos
- the principles of good practice in relation to gender equality apply to all members of the school community.

Responsibilities

- Parents and the school community will contribute to policy and practice through consultations and discussions.
- Staff are responsible for implementing policy in practice, for contributing to monitoring and reviews, and for attending training.
- Management are responsible for evaluating the implementation of policy and practices and contributing to scheme revision and strategy.
- The governing body will promote and manage equality and diversity within the school.

Compliance

Intentional infringement or refusal by staff, contractors and/or organisations, who are using the school site, to work within school policy and practice will be treated as a serious matter and appropriate procedures will be followed. Such action may include the use of conciliation, mediation, competency or disciplinary procedures.

Individuals who believe that they have been unfairly discriminated against under the terms of the policy may direct a complaint to the headteacher in line with the school's complaints policy.

Transparency

The school's policy and scheme are available on the school website.

Values and Commitment to Promoting and Respecting Diversity

We recognise that men, women, boys and girls do not start on an equal footing and that identical treatment is not always appropriate in addressing gender equality issues. We seek to provide equality of opportunity and access regardless of gender. We will endeavour to eliminate discrimination and harassment by developing our awareness of, and ability to, address the needs of our community. We will monitor the impact of our gender equality scheme in accordance with our gender equality duty.



Disability Equality

In order to meet our Disability Equality Duty we will:

- Consult our stakeholders, including any disabled pupils, staff and parents in order to evaluate the school's provision
- Work with the LA to implement the school's Accessibility Plan
- Carry out a regular audit to inform the school's Accessibility Plan
- Use the outcomes of audit and evaluation to prepare, implement and monitor our Disability Equality Scheme
- Take appropriate steps to improve information for disabled members of our school community.

Equality of Opportunity

We are committed to actively promoting equality of opportunity for disabled pupils and other members of the school community and will take all necessary and practicable steps to secure the participation of disabled pupils and staff in every aspect of school life. We ensure that CPD is available and attended by appropriate staff in order to raise awareness and expertise so that disabled pupils are not discriminated against but are given equality of access to school life. We aim to have levels of expectation for disabled pupils. We monitor the progress and achievement of disabled pupils and when applicable we will endeavour to provide additional coaching or training for disabled pupils. When appropriate we will endeavour to provide special facilities for disabled pupils at breaks and lunchtimes. When appropriate we will provide additional training for disabled members of staff.

Harassment

We recognise that harassment can be more prevalent with regard to disabled pupils. If any such harassment is identified it will be treated as a serious matter; we aim to involve pupils in combating any such harassment and to ensure our PSHE & C programme of study underpins the inclusive ethos of our school.

Promoting positive attitudes

We aim to promote positive attitudes towards disability by:

- staff modelling respectful and positive attitudes to disabled pupils, staff and parents
- ensuring representation of disabled people when possible in positions of responsibility in school



- providing positive images in school books and other materials. We recognise the importance of individual self esteem and the encouragement that can be provided by positive role models.

We endeavour to provide all appropriate facilities for disabled staff members, parents, carers and others who use the school. We regularly assess our access arrangements.

Recruitment

We aim to interview all disabled applicants who meet the minimum requirements for a job.

GENERAL ISSUES RELATED TO EQUALITY AND DIVERSITY

The governing body actively address issues of gender and ethnicity where possible when vacancies arise. The school completes the LA monitoring forms for recruitment. Parent groups and workshops are open to all parents/guardians, and carers. Meetings between parents and teachers are organised to provide all parents with the opportunity to talk with the class teacher.

The school offers the opportunity for parents to discuss their needs where they might impact on the attendance/education of their other child/children in school.

The staff and governing body should be representative of the ethnic/cultural intake of the school will not discriminate on the basis of gender.

Volunteers/Visitors

All volunteers in school have to provide a successful DBS check prior to working in school. Should a comment be recorded, the headteacher and senior management team will make a judgement as to the appropriateness of the individual working in school or not, based on the nature of the comment.

Contractors/Private/Public Organisations

The above groups can be asked to demonstrate how they meet gender equality legislation. If governors are unhappy with an organisation's lack of gender equality provision, a contract will be terminated.



Complaints

Should anyone in our school community believe that they have been discriminated against they have the opportunity to discuss the matter at its point of origin. If they wish to pursue the matter by raising a complaint, they should follow the school's complaints procedure.

EMPLOYEES

Recruitment and Selection

Good practice is followed for staff recruitment and selection to ensure equality of opportunity for all applicants. Job vacancies are advertised in line with the London Borough of Hounslow and National policies and guidance. Positive action will be taken where necessary.

Continuing Professional Development/Training, Promotion

The school's policy is to provide opportunities for appropriate training and development for all staff, whether in part time, full time, temporary, fixed term or permanent employment at the school, in line with the school's needs and individual performance management.

The Leadership Team and Reviewers for performance management will ensure that no member of staff has reason to believe that unlawful discrimination has taken place in any part of the appraisal process for that member of staff.

Retention

Where *probation* is applicable, recommendation for permanent appointment will be managed fairly and without discrimination.

Where a member of staff seeks *part time work* the governing body or personnel committee will consider the school's needs under current circumstances prior to making a decision.

Decisions made regarding *leave of absence* will be made by the headteacher, with the Chair of Governors or by the full governing body, as appropriate, based on current School Teachers' Pay and Conditions and guidance from the London Borough of Hounslow. Individual circumstances will be treated with confidentiality and respect.

Grievance

Any grievance relating to discrimination is treated seriously and promptly. Any member of staff who believes that they have been discriminated against can pursue the matter by raising a complaint in accordance with the grievance procedure applicable to their post.



Discipline

Failure to comply with or conform to the Equality and Diversity policy is treated as a serious disciplinary matter.

Dismissals and Redundancies

The school will not discriminate unlawfully when identifying members of staff for dismissal on the grounds of redundancy.

Equal Pay

There is no discrimination between men and women on issues of pay. Posts are advertised, short-listed and appointed on the basis of the school's needs and applicants/candidates matching the job description and meeting the person specifications that are compiled for each post. Pay is also identified in the advertisement and is based on the post, not the person.

PUPILS

Admissions

The school follows the LA's admission procedures.

Attendance

Pupil attendance is monitored and poor attendance will be investigated. We investigate underlying reasons for unauthorised absence alongside Government and LA initiatives to improve school attendance.

Pupil Achievement

Pupil progress will be monitored to identify vulnerable groups and address their needs. Outcomes will be scrutinised in order to ensure that discrimination has not taken place. Differences in attainment will be considered and appropriate action taken to support groups who might be under-achieving.

Exclusions

We are committed to minimising all school exclusions by implementing agreed strategies and procedures for ensuring that each pupil is given the opportunity to achieve and succeed. We work to the principles of social inclusion.

Exclusions if any will be monitored to ensure that certain racial groups are not unfairly represented.



Pupil Data

Pupil data will be monitored in respect of ability, ethnicity, gender, age, social deprivation and mobility to inform vulnerable groups, access and provision.

Discipline and Behaviour

We are committed to promoting high levels of acceptable group and individual behaviour with reference to school expectations and the behaviour policy. All significant breaches of the Code of Conduct are recorded by the head teacher and monitored for any particular pattern from any individual or group. If any findings cause concern, parents are contacted and children may be given a support plan.

All staff are responsible for dealing with and reporting incidents of sexist, racist or inappropriate behaviour that breaches the Equality and Diversity Policy. Racist incidents are be recorded and reported in line with borough policy.

Children are taught that there are times when they must tell an adult that something has happened – any harassment in school must be reported. Peer group support is encouraged. Children are taught that they are at fault for passively watching certain incidents and not involving a member of staff.

Bullying

We challenge and address any form of bullying including physical and psychological bullying by any group or individual. This is made clear to all children and parents. We are committed to vigilance and action against bullying wherever it arises including classrooms, corridors, staff room, playground and in the vicinity of the school.

Participation

All pupils are given opportunities and encouragement to participate in activities and use resources that support pupils in challenging stereotyping. Selection of groups for extra curricular activities will be monitored to ensure needs are being met and experiences are accessible to all in the group.

Resources and Stereotyping

The school requires that gender, ethnicity and culture are reflected in a variety of contexts. Where resources do contain stereotypes they will be used for discussion and/or to demonstrate change.



The Playground

Pupils should have equal access to all the facilities of the playground as appropriate to their needs. Strong links are made between PSHE in the classroom and the playground and the School Council is helpful in finding out what the pupils would like. The use of playground equipment and space is monitored periodically to ensure that no group is being disadvantaged.

Large play equipment such as the Play structure is timetabled to allow each class an equal turn. SMSAs are provided with training to allow them to promote positive behaviour and how to deal with bullying, racism and sexism, in partnership with the rest of the staff. Pupils have access to teachers when required during playtime, and facilities such as first aid and quiet time to talk are also readily available.

MONITORING

Spring Grove Primary School monitors information relating to all groups of pupils.

The school collects information on:-

- admissions
- pupil's performance and progress
- exclusion, behaviour, discipline, attendance
- racism, sexism, and other relevant behavioural issues
- curriculum, teaching and learning
- membership of the governing body, FOSGS, Parental involvement, staff
- resources used within the school
- professional development uptake
- participation (e.g. boys and girls take-up of sports and extra-curricular activities)
- incidents relating to pupils in school
- staff recruitment and selection
- involvement of the community with the school
- curriculum content and delivery
- health
- Child Protection and Children in Need matters
- impact of policies on practice
- any other useful information



Appendices:

- Gender Equality Scheme
- Disability Equality Scheme
- Race Equality Scheme

April 2019



Gender Equality Scheme

Objectives:

- ① to assess, and then monitor, whether or not our policies and practice are affecting some groups (boys, girls, men, women) differently;
- ② to carry out an evaluation of the present position ⇒ create and action plan/scheme ⇒ implement the scheme ⇒ review every 3 years

Outcome	Action/evaluation	Leader	when	Impact	Monitoring
We understand our major gender equality issues.	Seek guidance from appropriate bodies; consult stakeholders	LT		Gender equality scheme Opportunity and access	Governors LA
The impact of school policies and practice are assessed and reviewed where necessary to demonstrate the school's commitment to eliminating discrimination and harassment, tackling inequality and promoting equality of opportunity.	Evaluate and review policies and practice	LT and Gov. Body	Ongoing 4 year cycle	Effectiveness of policies Demonstration of school's commitment	Govs.
All staff are well informed and aware of changes in policy and practice.	Assess training needs Identify and implement a staff training programme	HT	Annually	Any discrimination or inequality is reduced	Govs
Services and resources are revised where appropriate for	Seek guidance from appropriate bodies;	LT	2010	Equality of opportunity	Govs



the school community.	consult stakeholders				
Contractors, private and public organisations are aware of compliance procedures.	Compliance procedures are shared with relevant bodies/agencies	Admin or Site Manager	When entering contracts	All community working together	Govs
Children are achieving their potential regardless of their gender.	Scrutinise data and analyse achievement	LT	Annually	Achievement of pupils	Govs. And LA
Revised gender equality scheme	Collate the above outcomes and review the scheme	LT	Summer 2010 GB meeting	School's commitment to gender equality evident and future plans to ensure continued action.	Govs



Disability Equality Scheme

Objectives:

- ① to assess, and then monitor, whether or not our policies and practice are affecting disabled pupils, staff, or parents adversely ;
- ② to carry out an evaluation of the present position ⇒ create and action plan/scheme ⇒ implement the scheme ⇒ review every 3 years

Outcome	Action/evaluation	Leader	when	Impact	Monitoring
We understand our major disability equality issues.	Seek guidance from appropriate bodies; consult stakeholders	LT		Disability equality scheme Opportunity and access	Governors LA
The impact of school policies and practice are assessed and reviewed where necessary to demonstrate the school's commitment to eliminating discrimination and harassment, tackling inequality and promoting equality of opportunity.	Evaluate and review policies and practice	LT and Gov. Body	Ongoing 4 year cycle	Effectiveness of policies Demonstration of school's commitment	Govs.
All staff are well informed and aware of changes in policy and practice.	Assess training needs Identify and implement a staff training programme	HT	Annually	Any discrimination or inequality is reduced	Govs
Services and resources are	Seek guidance from	LT	2010	Equality of opportunity	Govs



revised where appropriate for the school community.	appropriate bodies; consult stakeholders				
Disabled pupils are achieving their potential.	Scrutinise data and analyse achievement	LT	Annually	Achievement of pupils	Govs. And LA
Revised disability equality scheme	Collate the above outcomes and review the scheme	LT	Summer 2010 GB meeting	School's commitment to disability equality evident and future plans to ensure continued action.	Govs



Race Equality Scheme

Objectives:

- ① to assess, and then monitor, whether or not our policies and practice are affecting some groups differently;
- ② to carry out an evaluation of the present position ⇒ create and action plan/scheme ⇒ implement the scheme ⇒ review every 3 years

Outcome	Action/evaluation	Leader	when	Impact	Monitoring
We understand our major race equality issues.	Seek guidance from appropriate bodies; consult stakeholders	LT		Race equality scheme Opportunity and access	Governors LA
The impact of school policies and practice are assessed and reviewed where necessary to demonstrate the school's commitment to eliminating discrimination and harassment, tackling inequality and promoting equality of opportunity.	Evaluate and review policies and practice	LT and Gov. Body	Ongoing 4 year cycle	Effectiveness of policies Demonstration of school's commitment	Govs.
All staff are well informed and aware of changes in policy and practice.	Assess training needs Identify and implement a staff training programme	HT	Annually	Any discrimination or inequality is reduced	Govs
Services and resources are	Seek guidance from	LT	2010	Equality of opportunity	Govs



provided and revised where appropriate for the school community.	appropriate bodies; consult stakeholders				
Children are achieving their potential regardless of their race.	Scrutinise data and analyse achievement	LT	Annually	Achievement of pupils	Govs. And LA
Revised Race equality scheme	Collate the above outcomes and review the scheme	LT	Summer 2010 GB meeting	School's commitment to race equality evident and future plans to ensure continued action.	Govs