

# NINE ACRES COMMUNITY PRIMARY SCHOOL

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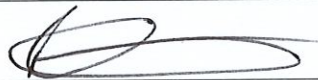
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We are **Articulate** We are **Passionate** We are **Persuasive** We are **Positively Influencing The World Around Us**

**'Striving for Excellence'**

## Equality Policy September 2022

### Nine Acres Primary School

Approved By:	Adam Hinkley 
Approval Date:	15-9-22
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Next Review Due:	September '23



# **Nine Acres Primary School Equality Policy Statement**

## **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our students, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

## **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Local School Context**

Details of the school, its context and the community it serves are provided in Appendix A.

## **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

### **1. All students, families and staff are of equal value**

We see all students, potential students, their parents and carers, and staff as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious and non-religious affiliation or faith background.
- Whatever their sexual orientation.

- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age.

## **2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

## **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

## **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

## **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

## **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are considered. For policies and activities

affecting pupils, we will take account of views expressed at school council, for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

#### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

#### **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

#### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years but keep them under review and report annually on progress towards achieving them.

#### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum.
- The teaching and learning within the school.
- Our practice in relation to student progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to staff.
- Our care, guidance and support to students, their families and staff.
- Our policies and practice in relation to student behaviour, discipline and exclusions.
- Our partnership working with parents and carers.
- Our contact with the wider school community.

#### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and students are recorded and dealt with appropriately.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons.
- Support students in their class who have additional needs.

## **Appendices to this Policy**

Appendix A	Our school context and the community we serve
Appendix B	Equality Duty Compliance

### School Context

Nine Acres Primary School services the community of Newport, Isle of Wight. The population of Newport is currently around 25,496. The population of the Isle of Wight currently estimated at 143,352. The Isle of Wight has a relatively high proportion of older people compared to working age adults, with 27.8% people being aged 65 or over. The number of people aged 15-64 being 57.6%.

94.8% of the Isle of Wight's resident population is estimated to be of White British Status.

The Isle of Wight population density is 372 people per km<sup>2</sup>.

### School Characteristics

#### Student Body

Nine Acres Primary School is a mixed LA school, with ages from 5 up to 11. The current number of students on roll is 392, of which 29% are Pupil Premium.

The number of boys and girls is unbalanced, with 181 boys and 211 girls. The proportion of students eligible for additional funding through the Pupil Premium is above the national average at 29%. **EAL students on roll are 21 (5.9%). We have children on roll who were born in: Nigeria, China, the Philippines, Sri Lanka, India, Italy, Romania and Poland.**

The proportion of students recorded as having additional needs on the SEND register is broken down as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EHCP	0 = 0%	1 = 2%	3 = 5%	0 = 0%	3 = 6%	4 = 7%
SEN	3 = 5%	8 = 15%	4 = 7%	15 = 27%	15 = 28%	7 = 12%
Total SEN	3 = 5%	9 = 17%	7 = 12%	15 = 27%	17 = 31%	9 = 15%
Year group total (all students)	58	52	60	55	54	59

(As at September 2022)

It is also important to record that we have a small but significant group of students whose background does not reflect the relative aspiration and affluence of the majority. For us, at Nine Acres Primary School, it is even more imperative, therefore, that we are totally committed to inclusivity and that we take active and substantial steps to ensure that we support and meet the needs of all our students, and their families, whilst promoting and celebrating diversity in its widest sense.

These factors mean that we must:

1. Devise an increased range of strategies to ensure that in all we do diversity is explicitly valued and actively celebrated within our school community.
2. Wherever possible create links and provide opportunities within, and extra to, the curriculum that allows our students and staff access to a range of different experiences, cultures, traditions and environments.
3. Be proactive in reaching out to our parents whose life experience is such that they place less value on education and/or to those who do not feel confident to come into school and/or to those who would welcome the school's support in assisting their children to take full advantage of the educational and developmental opportunities provided.

### **Staff Body**

Nine Acres Primary School has a staff complement of 33. There are 17 qualified teachers. There are 16 teaching assistants. Of the teaching staff complement, 3% are male and 97% are female. BME (Non-White British) status staff account for 1 member of the staff body (3%).

## Equality Duty Compliance Statement

### September 2022

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential and we recognise that for some pupils extra support is needed to help them to achieve and be successful. We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

1. The Public Sector Equality Duty or 'general duty'. This requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups - Foster good relations between different groups.

2. Two 'specific duties'. This requires all public organisations, including schools, to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable.

### **Our aim to create a prejudice-free environment**

Nine Acres Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We have developed an inclusive curriculum that is accessible to all.



- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We encourage compassion, open-mindedness and an inclusive attitude as well as an understanding of diversity and the benefits it can have.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, parents/carers and school staff.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

At Nine Acres Primary School, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school. ☒ Treat other members of the school unfairly.

The school's employees will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude. ☒ Lead by example.

### **Dealing with prejudice**

Nine Acres Primary School does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

### **Equality in our curriculum**

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others.

Challenging and controversial concepts will be delivered in a way that prevents discrimination and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression and bullying. It does this by requiring us to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

At Nine Acres Primary School we have rigorous systems for monitoring educational standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

### **Promoting equality of opportunity**

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors through our School Self-evaluation and Development Plan
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing Board on a termly basis
- The Senior Leadership Team of the school is concerned with closing gaps in attainment and progress and this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We have a special educational needs policy and SEND information report that outline the provision the school makes for pupils with special educational needs. These documents are updated annually.
- We provide guidance to all staff in relation to dealing with bullying and harassment incidents.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include online bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

### **An inclusive approach**

We are committed to working for the equality of people with and without special educational needs and disabilities:

- Our school admissions criteria welcomes all pupils.
- Feedback from pupils shows that our children with additional needs are happy in school.
- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support from many different professionals
- We promote positive links and have regular meetings with our parents.
- Specific targeted support is provided where appropriate.
- We continually liaise and work in partnership with a number of professional organisations.
- A wide range of resources is stored in an easily accessible central location.
- We work with local nurseries and secondary schools to ensure that transfer into and from our school is effective and as smooth as possible.

- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of disabled people.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Effective inclusion of children with special educational needs and disabilities.

### **Equality and dignity in the workplace**

This information describes how the Governing Board of Nine Acres Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those who do not share it.

Nine Acres Primary School does not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Equality information**

We will collect and use equality information to help us to:

- Identify key issues.
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether there is unlawful discrimination when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Take action
- Consider taking steps to meet the needs of staff who share relevant protected characteristics.

- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.