



Equalities Policy

Article 3 – The best interests of the child must be a top priority in all actions concerning children

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Nova Primary School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Originally Adopted	Summer 2021
Last Review Date	
Next Review Date	Summer 2024
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation

Contents

1. Introduction
2. Equalities Vision at Nova
3. Equalities Aims at Nova
4. Links to Other Policies
5. Roles and Responsibilities
 - a. Governors
 - b. Headteacher
 - c. Teaching and non-teaching staff
 - d. Visitors
6. Advancing Equality of Opportunity
 - a. Teaching, learning and curriculum
 - b. Significant decisions
 - c. Behaviour, exclusions and attendance
 - d. Equal opportunities for staff
7. Fostering Good Relations
8. Tackling Discrimination
9. Monitoring, Reporting and Responding to Incidents
10. Review of Progress and Impact

Appendix A – What is a discriminatory incident?

Appendix B – Nova Primary Action Plan

1 Introduction

This policy is an essential component of Nova Primary Schools offer to all stakeholders in its commitment to inclusivity; we focus on the well-being and progress of every child and we are determined to ensure that all members of our school community are of equal worth.

We believe that the Equality Act (2020) provides a robust framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

We also recognise that these duties reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of people with disabilities, and the Human Rights Act 1988.

This policy is also based on the Department for Education (DfE) guidance: The Equality Act 2010 and schools 2014, and The Equality Act 2010 (specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

2 Equalities Vision at Nova

At Nova Primary School we are committed to ensuring equality of education and opportunity for all of the pupils, staff, parents and carers that we serve, irrespective of race, gender, sexual orientation, disability, faith or religion, socio-economic background or being pregnant or undertaking maternity leave. We see diversity as a strength which should be respected and celebrated by all who learn, teach, work and visit here. We try to remove the barriers and counteract the disadvantages members of our community may face and it is our vision that every member of our school community will succeed.

Staff recruitment practices and opportunities for continuing professional development are planned so that they always provide equality of opportunity and this promotes an ethos of teamwork and care. Staff also have the highest expectations of children and share the principle that if we improve the quality of education for the most vulnerable groups, we will raise standards across the school.

We foster positive attitudes and relationships. We actively promote mutual respect and seek to shape our school community in such a way that it impacts beyond the boundaries of the school. The sense of cohesion and belonging that stakeholders

experience is intended to have long-lasting and far-reaching effects. For example, our behaviour policy promotes appreciation and recognition for all, above all else, and this extends to all stakeholders- each staff meeting begins with an opportunity to share appreciation for each other and children are asked to do the same at the start of each assembly.

We tackle discrimination by promoting equality relentlessly, challenging bullying and the use of stereotypes, creating an environment which champions mutual respect and understanding.

Ultimately, Nova Primary School ensures its vision and aims permeate every aspect of school life creating a forward-thinking, open and cohesive community.

3. Equalities Aims at Nova

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics. These are referred to protected characteristics of which there are nine:

- i. Age
- ii. Disability
- iii. Gender reassignment
- iv. Marriage & civil partnership
- v. Pregnancy & maternity
- vi. Race
- vii. Religion & belief
- viii. Sex
- ix. Sexual orientation

At Nova Primary School we aim to meet our obligations under the public sector duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and peoples who do not share it;
- Foster good relations across all characteristic- between people who share a protected characteristic and people who do not share it.

Our specific Equality aims for 2021 are:

1. To monitor and analyse pupil achievements and the effects of the Coronavirus pandemic, ensuring that children who were

disadvantaged (because of lack of support at home, socio-economic factors, SEN, English as an additional language, needing to isolate or shield) receive the appropriate support to make accelerated progress and catch up with their peers;

2. To enhance the curriculum so that it reflects modern Britain and all of its diversity;
3. To develop the school's offer to SEN children so that every possible barrier to their learning and development is removed;
4. To develop stakeholder understanding of the equalities policy and plan, gaining their feedback and voice to monitor effectively.

4. Links to Other Policies

Please also see:

- Behaviour and anti-bullying policies
- SEND policy
- Admissions policy
- Recruitment policy

5. Role and Responsibilities

5.1 Governors

The school's governing body ensures that this policy complies with legislation. They also ensure that this policy and its related procedures are implemented robustly. They do this alongside the monitoring of attainment, progress, attendance, behaviour, curriculum, exclusions, recruitment and personnel issues and the school environments. They also ensure the school has clear equalities objectives that should be set every four years. Overall, the governing body will do all it can to ensure the school is fully inclusive to all pupils, parents and staff, and responsive to their protected characteristics and that no child or adult is discriminated against.

5.2 Headteacher

The Headteacher is responsible for implementing and monitoring the aims and implementation of this policy. They must ensure that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any case of unlawful discrimination, reporting these as appropriate. They must also ensure that recruitment is carried out without discrimination and that training is offered fairly. The Headteacher must promote the

principles of equal opportunities at all times and ensure the curriculum promotes respect for other people and their differences and equal opportunities to participate in all aspects of school life. They must also treat all incidents of unfair treatment, bullying and discrimination with the utmost seriousness.

5.3 Teaching and Non-teaching Staff

All teaching and non-teaching staff will ensure that all pupils are treated fairly, equally and with respect, maintaining awareness of the school's equality aims. They will promote an inclusive and collaborative ethos in and out of the classrooms and actively challenge prejudice and discrimination. They will maintain the highest of expectations for all children and support children through differentiated planning, whilst promoting a culture of learning without limits. All staff will endeavour to provide materials that give positive and diverse images based on race, gender, disability and other protected characteristics and challenge stereotypical images to support a diverse and inclusive curriculum. Incidents of prejudice, racism and homophobia will be challenged and records made on CPOMs of any incidents, drawing them to the attention of the Headteacher and the safeguarding team (SGT).

5.4 Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

6. Advancing Equality of Opportunity

6.1 Teaching, Learning & Curriculum

We aim to enable all our pupils to do their very best and to become knowledgeable and respectful citizens. To do this we will:

- Make effective use of contextual data to improve the level of support we give to individuals, groups and cohorts of pupils;
- Monitor pupils' achievement by group e.g. gender, SEN or EAL status;
- Ensure that Nova's curriculum is accessible for all pupils and is designed to help them prepare for life in a diverse society, with positive representation of protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour of discrimination through discussion and learning opportunities;

- Provide frequent opportunities, both planned and unplanned for pupils to appreciate and celebrate their own culture and the diversity of others.

6.2 Significant Decisions

The school ensures that it has due regard to equality considerations whenever significant decisions are made and their impact on particular groups. For example, when a school trip is planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

6.3 Behaviour, Exclusions & Attendance

The school behaviour, anti-bullying and attendance policies take account of the Equality Act. We will make reasonable and appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions, behaviour and absence by group and take action to address concerns.

6.4 Equal Opportunities for Staff

Nova Primary School is committed to the implementation of equal opportunities principles relating to staff and the monitoring and active promotion of equality in all aspects of staffing and employment:

- We ensure staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- We try, wherever possible to ensure that the staffing of the school reflects the diversity of the school community;
- We eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- We deeply respect the religious beliefs and practices of all staff, pupils and parents/carers, and comply with reasonable requests to religious observance;
- We ensure that all staff receive training and opportunities for continuing professional development, both as individuals and as groups or teams.

7. Fostering Good Relations

Nova Primary School aims to foster good relations between those who share protected characteristics and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religious and culture through our Nova curriculum;

- Facilitating assemblies that focus on a range of issues, that actively encourage pupil voice and participation as well as welcoming external speakers and visitors to contribute and widen children's understanding of important issues, cultures and beliefs;
- Reaching out and working within the local community, for example through organising curriculum events, school trips or inviting local leaders and faith leaders into school to talk with the children in class or whole school assemblies.

8. Tackling Discrimination

At Nova Primary School we do not tolerate any type of harassment or discrimination based on any protected characteristic. It is an expectation that all staff will tackle any such incidents swiftly and robustly. Staff are expected to be able to identify and challenge prejudice and stereotyping in a way that is supportive and effective, helping to shape our inclusive school community. Any such incidents are recorded for the attention of the Headteacher and safeguarding team. These incidents are reported in the head's report 3x yearly and in the annual safeguarding report to governors, as well as annually as part of the local Authority safeguarding audit.

9. Monitoring, Reporting and Responding to Incidents

Staff are given a clear sequence of actions that they must follow should an incident of harassment or discrimination occur:

1. Incident occurs;
2. Member of staff investigates further and challenges immediately;
3. Record is made on CPOMS;
4. Parents/carers of victim and perpetrator informed;
5. Follow up actions selected to address issue such as restorative conversations/circle times/assemblies;
6. Actions recorded on CPOMS for monitoring;
7. Incident reported by Headteacher to Governing Body.

10. Review of Progress and Impact

Nova Primary School will ensure that it is meeting its aims and the requirements of this policy by:

- Reviewing our policy annually;
- Reviewing progress against our Equality action plan annually and reviewing the entire action plan on a four-year cycle;
- The gathering of stakeholder viewpoints through questionnaires, meetings and committees;
- Making sure stakeholders have access to the policy and plan through the school website and in paper form by request.

Appendix 1 – What is a discrimination incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

- Types of discriminatory incidents that can occur are:
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Appendix 2 – Nova Primary Action Plan

Objective	Actions	Responsibility	Timeframe	Success criteria
To monitor and analyse pupil achievements and the effects of the Coronavirus pandemic, ensuring that children who were disadvantaged because of lack of support at home, socio-economic factors, SEN, English as an additional language, needing to isolate or shield receive the appropriate support to make accelerated progress and catch up with their peers;	Assessment activities to assess learner gaps by groups and plan quality first teaching and interventions that target these gaps	Teaching & Learning team	Term 4/6 2021 Terms 1,3,6 there onwards	Gaps in attainment for those most disadvantaged during pandemic will be reduced
	Ensure pupil progress meetings and appraisal are used to challenge inadvertent bias against particular groups- sustain the highest expectations for all	Senior Leadership Team	Term 4/6 2021 Terms 1,3,6 there onwards	Children will not limit their aspirations or allow protected characteristic be a barrier to achieving their personal best
	Continue building culture of inclusivity and celebration of differences and diversity	All staff	Ongoing	
To enhance the curriculum so that it reflects modern Britain and all of its diversity;	Curriculum teams to review all curriculum plans to ensure coverage of work on protected characteristics	Teaching and learning Team	September 2021	Curriculum and subject intents amended where necessary
	Purchase of range of texts to support PSHE and curriculum so that diversity is thoroughly represented and celebrated- monitor the use of these and the impact on children's attitudes and discussions		Completed Monitoring ongoing	Heightened awareness of equalities in teachers planning
	Ensure monitoring of the curriculum actively seeks evidence that teachers are providing an inclusive curriculum that challenges prejudice and stereotypes, promoting empathy and knowledge of the world			Pupils become more confident in discussing equalities and sharing their viewpoints- they challenge discriminatory attitudes without fear and with knowledge.

<p>To develop the school's offer to SEN children so that every possible barrier to their learning and development is removed.</p>	<p>Please see SEN section included in the School Improvement Plan.</p>	<p>Senior Leadership Team Learning Support Team Teaching and Learning Team</p>	<p>Ongoing</p>	<p>SEN progress is tracked and monitored carefully</p> <p>SEN progress is greater</p> <p>SEN families feel their needs are met and their children receive a high quality education</p>
<p>To develop stakeholder understanding of the equalities policy and plan, gaining their feedback and voice to monitor effectively.</p> <p>Monitor the impact of the new PSHE scheme and children's understanding of equalities issues</p>	<p>Introduce new Equalities policy through staff meeting;</p> <p>Once COVID restrictions completely lifted, resume parent forums, SEN coffee mornings, school committees. Ensure equalities issue permeate these meetings</p>		<p>Term 6 2021</p> <p>Provisionally term 1 20201</p>	<p>Equalities issues are raised and discussed more openly and freely</p> <p>Culture at Nova is one of openness and honesty and discrimination and prejudice are challenged robustly by all.</p>