

**BOURNE WESTFIELD**  
**PRIMARY ACADEMY & NURSERY**



**EQUALITY POLICY**  
**& EQUALITY OBJECTIVES**

Updated October 2016		
Updated September 2017		
Updated September 2018		

**'Igniting a passion for learning.'**

# Bourne Westfield Primary Academy

## Equality Policy

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

#### ***Principle 1: All learners are of equal value.***

We see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- whatever their sexual identity.

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

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

#### ***Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

***Principle 4: We observe good equalities practice in staff recruitment, retention and development***

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

***Principle 5: We aim to reduce and remove inequalities and barriers that already exist***

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

***Principle 6: We consult and involve widely***

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

***Principle 7: Society as a whole should benefit***

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups.

***Principle 8: We base our practices on sound evidence***

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity and religion
- gender.

### ***Principle 9: Objectives***

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity and religion
- gender.

### **Action Review**

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Annually, we consider our actions within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

### **The curriculum**

8. Our curriculum follows the 2014 National Curriculum guidelines. We review it annually as part of our self-evaluation. We aim to enable our pupils to have experience of the multi-cultural and diverse society in which we live.

### **Ethos and organisation**

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

### **Religious Observance**

10. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice in line with our policies for Discretionary Leave of Absence and Attendance.

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

11. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

### **Racism and racial discrimination and prejudice related incidents**

12. We take seriously our obligation to report regularly to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

#### **Definitions:**

- Racist behaviour – conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin.
- Racist incidents – any incidents which are perceived to be racist by the victim or any other person.
- Prejudice related incident – any incidents which are perceived to be the result of some form of prejudice.

13. We do not tolerate racism of any kind. The Headteacher will take action regarding racist incidents involving pupils, staff, parents, governors or visitors, either as victims or perpetrators.

### **Procedures for handling incidents of racial/prejudice related harassment**

14. The following procedures are to comply with the statutory code of practice for the elimination of racial discrimination and the promotion of racial equality in employment. The same procedures will also be used in the case of any other prejudice related behaviour.

- Incidents of racial harassment will be dealt with in accordance with the Behaviour Policy, straight to the level where the headteacher is informed. Parents will also be contacted.
- Incidents involving staff, parents, governors, visitors – either as victims or perpetrators – will be reported to the headteacher and the governing body.
- All incidents are recorded in the 'Log of Racist Incidents'. Entries are analysed and reported to the governing body in the headteacher's termly report.
- A 'Racist Incident Form' should also be completed.

### **Responsibilities of key staff and stakeholders**

## **The Governing Body**

15. The Governing Body has overall responsibility for the promotion of equality, good race relations and the elimination of unlawful discrimination within the school community (see also Appendix A). Governors will monitor the policy along with the headteacher and senior staff to ensure that it is effective and adhered to.

## **Headteacher**

16. The headteacher has overall responsibility for the promotion of equality, good race relations and the elimination of unlawful discrimination within the school community on a day to day basis. The headteacher monitors the implementation of the policy and any action arising from the policy and evaluates its effectiveness. The headteacher ensures that staff adhere to the policy and the principles therein and provides appropriate training for all staff. The headteacher will take action regarding incidents involving pupils, staff, parents, governors or visitors – either as victims or perpetrators.

## **All Staff**

17. All staff will ensure that learning in the classroom is in line with equal opportunities and promotes equality and good race relations. Staff will deal with incidents in line with school policy (see also Appendix A). They will also challenge bias and stereotyping thus helping to promote positive race relations. The headteacher, Senior Leaders and PSHE/Citizenship co-ordinator will lead development and monitoring of the curriculum and ensure that our curriculum is multi-cultural, prepares our pupils for life in a diverse society and promotes equality and good race relations.

## **Monitoring and Evaluation**

18. The policy will be monitored by the headteacher or named staff on a regular basis, and evaluated regularly. The headteacher will report on the implementation of the policy in her termly report to governors. Criteria for review will include:

- Whether there have been any incidents of racial discrimination and the effectiveness of how they were dealt with;
- The extent to which the curriculum and teacher's planning reflects the multi-cultural world in which we live and promotes good race relations;
- Whether any planned actions to promote equality have been effective and what impact they have had;
- The performance of minority pupils is achieved through monitoring:
  - Behaviour
  - Home-School liaison
  - Attendance and Punctuality
  - Attainment and Progress

## **Review and Training**

19. This policy was developed through consultation with staff, school council and governors and will be reviewed after 1 year, in line with the school's programme for reviewing policies.

20. Training will take place through staff professional development and the provision of 'training opportunities for governors'. This document is integral to all policies to be used in school as a resource for existing activities and developing the School Improvement Plan and all policies.

### **Breaches of this Policy**

21. Any concerns/complaints about the implementation of the policy or any infringement of it will be dealt with in line with our Complaints Policy which can be requested from the Headteacher and is on the school's website.

### **Legal Framework**

22. This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help meet the duty:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- Advance equality of opportunity between those who have a protected characteristic and those who do not;
- Foster good relations between those who have a protected characteristic and those who do not.

Date of approval by Governing Body – October 2017, October 2018  
Next review – October 2019

## **Bourne Westfield Primary Academy**

### **Equality Objective 2018-19**

#### **Understanding our School Community**

Bourne Westfield Primary Academy uses the following Protected Characteristics information to support in identifying barriers to pupils accessing high quality education provision.

The Protected Characteristics are:

- Age
- Disability
- Gender reassignment (Transgender)
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (Gender)
- Sexual Orientation

#### **Protected Characteristics Information collected by the school on Integris**

##### **Age and Gender**

<b>Year</b>	<b>Female</b>	<b>Male</b>	<b>LAC</b>
<b>6</b>	44	48	0
<b>5</b>	42	48	0
<b>4</b>	46	44	0
<b>3</b>	46	46	0
<b>2</b>	40	44	0
<b>1</b>	50	40	0
<b>Reception</b>	48	42	0
<b>Nursery</b>	20	18	0
<b>Whole School</b>	336	330	0

##### **Ethnicity**

White British/English	Any other White Background	White and Asian	White and Black Caribbean	Asian /Asian & Any Other	Chinese	Black African/White and Black African	Any other mix
601	25	8	3	6	6	12	5

##### **Religion and Belief**

Buddhist	Christian	Hindu	No Religion	Other religion	Sikh	Muslim	Jeh Wit	Not specified
1	365	4	237	1		4	1	53

## SEN (Special Educational Needs)

SEN Support	No SEN Support	Education Health Care Plan
47	617	2

## Disability

No Disability	Mobility	Personal Care	Eating & Drinking	Complex Developmental
636	2	1	1	15

## No information was available on the following protected characteristics:

**Gender reassignment:** The school does not have any information on whether any of the children on roll have reassigned their gender but will seek further advice and guidance on how and when to monitor and how to use the data sensitively when collected.

**Sexual Identity:** The school did not have any information on whether any of the pupils on roll are lesbian, gay, bi-sexual or transgender as the question has never been asked. We will seek further advice and guidance on how and when to monitor and how to use the data sensitively when collected.

## Equality Objectives:

Objective	How	Impact	Evaluation
To ensure that two staff currently on maternity leave are kept in touch.	<ul style="list-style-type: none"> <li>Assign a member of SLT to have regular KIT conversations and plan KIT days</li> </ul>	Staff currently on maternity leave feel informed and reintegrate quickly on their return	
To develop all pupils understanding of British values, democracy and race equality	<ul style="list-style-type: none"> <li>➤ To have a high focus on the working of the school council and how democracy works and Laws are passed in our country</li> <li>➤ To maintain an active display showing the working of the school council</li> <li>➤ To have a programme of race awareness assemblies</li> <li>➤ To develop a link with a school in India sharing projects</li> <li>➤ To continue and develop links with school in Leicester and Peterborough</li> </ul>	<ul style="list-style-type: none"> <li>All pupils will have an increased understanding of the democratic process and how laws are passed</li> <li>All pupils will have a greater awareness of the actions of the school council</li> <li>All pupils will show a greater appreciation of different races and cultures</li> </ul>	<ul style="list-style-type: none"> <li>All of the actions</li> <li></li> </ul>

<p>To raise the attainment and progress of pupils with English as an additional language</p>	<ul style="list-style-type: none"> <li>• Additional targeted support for pupils to develop their phonic knowledge</li> <li>• Develop use of comprehension to support pupils in understanding nuances of English language</li> </ul>	<ul style="list-style-type: none"> <li>• EAL pupils make improved progress</li> <li>• More EAL pupils allow the phonics screening check by the end of KS1</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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## References

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
- There are references where appropriate to religious affiliation and identity.
- There are references where appropriate to sexual identity and to challenging homophobia.
- The duty to promote community cohesion is integrated into the policy, particularly but not only in the third of the seven principles.
- Disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particular the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).
- This policy should be read in conjunction with the 'Prevent' policy.

## Appendix A

The content of this policy applies to the Moderation Contract as well as to Bourne Westfield Primary Academy. The named person for any issues relating to this is Mrs Pat Eccles.