

Beddington Nursery and Infant School

Equalities Policy

Relating to *The Equality Act 2010*

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:



This policy sets out how we at Beddington Infants' School intend to protect our pupils, families, staff and visitors against unfair treatment due to Race, Gender, Disability and a number of other 'protected characteristics' as outlined in this policy.

Protected characteristics

- Disability

A person has a disability if: s/he has a physical or mental impairment that is substantial and long-term adverse which effects his/her ability to perform normal day-to-day activities

- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (referred to previously as gender)
- Sex Orientation

The protected characteristic of 'Age' applies to the school as an employer but not with regard to its pupils or prospective pupils.

Discrimination

This can be *Direct* where one person treats another less favorably because of a protected characteristic, than they treat or would treat other people. Or *Indirectly* where a provision or practice is being used which means that people with the characteristic are disadvantaged compared to those without the characteristic.

Harassment

“Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.”

Marginalisation

Marginalisation is when a person is pushed to the edge of society. This is a potential effect of discrimination because a person is made to stand out and made to be different from everyone else. S/he is made to feel like s/he is different but not in a good way.

Victimisation

Victimisation is being treated badly, possibly because you’ve made, intend to make or have helped someone else to make a complaint. It also includes someone who has agreed to be a witness.

Racist / Hate-based incidents

Incidents that may occur based on the belief that race accounts for differences in human character or ability and that a particular race is superior or inferior to others.

School context:

We have 322 places. Approximately a third of children are identified as EAL including a diverse range of languages including Tamil, Urdu, Russian, Gujarati, and a variety of European languages. We have 49 children on the SEN register, 4 with Education Healthcare Plans.

In our school we are creating a stimulating learning environment which is child-centered. As a community we are preparing children for responsible, meaningful citizenship in an ever changing world. All adults and children are reflective learners with a commitment to improving and evolving. We are working in genuine partnership with the children, families, colleagues and the local community to achieve the best for every child.

We aim for **every** child and adult to be happy, confident successful learners. We aim to promote equality, foster good relations and eliminate discrimination for all pupils, families, staff and visitors to the school.

Equality-specific aims

At Beddington Nursery and Infants' School we will:

- Ensure that best practice is developed and shared.
- Promote inclusive practice in accordance with Sutton's Inclusive Vision Statement.
- Value diversity in both children and adults which is reflected in our practice.
- Combat discrimination wherever it occurs by actively challenging prejudice and stereotyping.
- Ensure that all statutory equal opportunity requirements are met.
- Establish and maintain systematic monitoring procedures.
- Ensure that the development and review of curriculum and pastoral policies reflect equal opportunities.
- Show concern for self-image and self-esteem of all members of the school community.

Policy Statements for Equality

The 2010 Equality Duties protects pupils in many ways :

Admissions

General admissions are managed by the LEA. Midterm admissions are managed by the school. Places are always allocated on the basis of SEN, siblings at Beddington Infants' or Holy Trinity and distance from school. Provision is made for leave of absence for religious observance. The head teacher will ensure that the already identified needs of any pupil to be admitted to Beddington Infants' are clearly understood by all staff who will be involved with the child. Strategies to support the child will be agreed prior to admission. These will be reviewed within a very short time scale, as it is difficult to assess exactly how an individual will cope or react in a new situation.

No child with SEN will be denied a place at Beddington Infants' School unless we do not have the facilities or personnel to address the particular SEN of the child.

For Children

Children will have equal access to, and benefit from, the learning opportunities within the curriculum.

Children will have equal access to the full life of the school and be positively valued for the contribution that they make.

There will be a broad, balanced curriculum for each child, in a happy, secure, stimulating and attractive environment that reflects the cultural diversity of the school, the wider community and the country.

In developing the curriculum, the learning opportunities provided for all pupils will be matched to their needs to enable them to achieve their full potential.

There will be planned continuity and progression within the curriculum.

There will be coverage within the planned curriculum for the discussion of issues such as racism and prejudice, this being linked to the wider issues of learning for citizenship and participation in society.

The curriculum at Beddington Infants' School is planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity and difference and to challenge stereotypes. Resources and displays portray positive images of different people and cultures and we use visiting speakers and other adults from a variety of cultures to promote positive images. We teach the children about a variety of cultures and religions but do not focus only on the ceremonial or exotic. Extracurricular activities and PTA events cater for the interests and capabilities of all pupils and their families and are sensitive to the parental concerns related to religion and culture.

All parents/carers are encouraged to participate at all levels in the full life of the school. Staff go out of their way to encourage the involvement and participation of under-represented groups of parents/carers and to pass on information verbally to those who do not read English. Information for parents and potential parents will be as reader friendly as possible. There will be concern for self-image and self-esteem of all members of the school community.

Pupil discipline

Our Welfare and Behaviour Policy states that procedures for disciplining pupils and managing behaviour are fair for pupils from all racial groups and that staff operate consistent systems of rewards and sanctions. The effect of cultural background on behaviour is, however, taken into account when dealing with unacceptable behaviour, particularly when a child has recently arrived in the country. Any special rewards and all exclusions would be monitored by ethnicity to establish patterns and trends. We will also monitor who gives rewards and for what they are given.

Disability

All children and staff will make every effort to remove barriers in every area of school life to allow those with a disability to have equal access throughout the school.

Gender Reassignment

Children who have undergone, or are proposing to undergo, gender reassignment will be treated equally and like all other pupils at Beddington Infants'.

Race

Beddington Infants' School actively welcomes children and staff from all ethnic groups and values the contributions to the life of the school that are made by these children and their families.

Beddington Infants' School aims to tackle racial discrimination and promote race equality and good race relations across all areas of school activity.

Religion and belief

Beddington Infants' is respectful of the religious beliefs of all its staff, children and families. Provision is made for leave of absence for religious observance. No one will be treated differently because of their religion and beliefs.

Sex

Both male and females have access to the same opportunities at Beddington Infants and are never discriminated against because of their sex. Practices are carefully monitored to ensure they do not favour one sex more favourably.

Sexual orientation

No members of the school community will be treated less favourably singled out or discriminated against because of their sexual orientation. At Beddington Infants' we take care to ensure our practices do not treat people unfairly due to their sexual orientation.

Each of the school's policies will be reviewed in light of equality duties, and its potential impact on individuals and groups representing protected characteristics assessed.

Responsibilities:

The Governing Body is responsible for ensuring that the school complies with Race Relations legislation and that the policy and its related procedures and strategies are implemented. This includes the recruitment and development of staff. The governors have adopted and implemented the L.E.A.'s practices and procedures for the recruitment and appointment of all staff and have adopted the L.E.A. policy for Equal Opportunities.

The Headteacher is responsible for implementing the policy and its related procedures and strategies and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support. The Headteacher is also responsible for taking appropriate action in any cases of racial discrimination.

All staff are responsible for reporting and/or dealing with racist incidents, and for knowing how to identify and challenge racial bias and stereotyping. They should promote racial equality and good race relations and not discriminate on racial grounds. Staff should keep up to date with race relations legislation by attending training and information opportunities organised by the school or L.E.A.

Teaching and support staff, will be vigilant with regard to behaviour and attitudes amongst the children and amongst the staff, and will be familiar with the school's policy. Staff will be aware of the formal procedures for dealing with racist incidents.

Teaching Staff are responsible for ensuring that pupils from all racial groups have full access to the curriculum and for promoting racial equality and diversity through teaching and through relations with pupils, staff, parents, carers and the wider community. Teachers will carry out monitoring and ensure pupil outcomes identify and address any disproportionate gaps in progress or attainment and are responsible for reporting and/or dealing with racist incidents, and for identifying and challenging racial bias and stereotyping. They should promote racial equality and good race relations and not discriminate on racial grounds. Staff should keep up to date with race

relations legislation by attending training and information opportunities organised by the school or LEA.

All pupils are expected to treat all pupils equally regardless of their race, sex, religion or additional needs. They are expected to treat others with respect. They are given opportunities to discuss how to report unfair or unkind behaviour and given the skills to be confident to report unfair situations or unkind behaviour.

Parents, visitors and contractors are made aware of, and expected to comply with the school's Equalities policy.

Breaches of the policy:

Pupil behaviour is addressed according to the school's behaviour policy, and the behaviour of staff and visitors according to the relevant codes of conduct. Breaches of policy will be dealt with in an appropriate way depending on the incident and the people involved. Minor incidents will be dealt with by a quiet word to adults informing them that the behaviour was inappropriate and contrary to the school's Race Equality Policy. The incident will be logged by the Headteacher. Repeat or more serious incidents will be dealt with as specified below.

Incidents between

Children	Support given to victim. Parents of all involved informed of incident and action. Appropriate staff informed. Situation monitored. Extra input to remedy situation if appropriate. If similar happens again a log of events should be started.
Children and staff	Support given to victim. First warning given. Parents/Carers involved. If similar happens again a log of events should be started.
Staff	Support given to victim. Parties reminded of school policy. Incident logged.
Staff and Parents/Carers	
Parent/Carers on the school site	If further incident occurs give a formal warning.
Governors	
Governors and Staff	In the event of a serious incident or more than one less serious incident disciplinary procedures should be started and LA should be consulted for advice.
Governors and Children	
Governors and Staff	

Race related incidents are reported to the LEA termly in Sutton.

Children need to know that at this school bullying is unacceptable and will be dealt with seriously.

Steps to be taken if bullying is reported or observed

At Beddington Infants' School, when talking to the children about expected behaviours and/or about incidents, we will talk about being 'kind' or 'unkind' rather than use the term 'bullying' as, through discussion with a sample of children, they understood kind/unkind more fully.

Ensure that reports/concerns regarding bullying are recorded in an incident file and inform Headteacher and other staff members during "concerns" part of weekly staff meeting.

Reassure child/children involved that this will be dealt with seriously.

Investigate all facts including all parties involved, including witnesses. Speak to bully/bullies in a firm but supportive way. Explain reasons why their behaviour is unkind and unacceptable. Do they have a problem which needs to be discussed? Obtain a written/verbal apology as appropriate.

Approach the issue indirectly within circle time (no names). Encourage a problem solving approach.

Involve parents (of bully and bullied) and Headteacher if the problem persists. Explain school's approach to parents ie firm, fair, supportive.

Carefully monitor events especially in the playground (via class notebook/observations etc.).

Give children who have been bullied some strategies (eg. assertiveness) and ideas of how to cope if they are ever in this type of situation again.

All pupil behaviour will be addressed according to the school's behaviour policy. The behaviour of staff and visitors will be dealt with according to the relevant codes of conduct.

Promoting and implementing the Policy:

Policies published and available on the school website.

Promotion around the school – involvement of school council / pupils in how to promote the policy

Accessible formats – translations, large print etc.

The setting, and publishing of equality objectives (updated at least every four years) appropriate to your school setting and context, to comply with the specific duties of the 2010 Act

Monitoring the impact of policies:

- Monitoring of pupil outcomes, including any identified gaps in progress or attainment for groups and individuals
- Monitoring of participation in wider opportunities (including local Children's Centres where appropriate)
- Feedback from pupils, families, staff and visitors
- Monitoring of reported discriminatory incidents, attitudes etc.
- How will this information be published, and updated annually, to comply with the specific duties of the 2010 Act
- Consultation and Community Involvement.

To be reviewed Autumn 2020