

NEWPORT PRIMARY SCHOOL

Work Together
Love to Learn
Reach for the Stars!



Equality and Diversity Policy

(see also the Accessibility plan)

Head Teacher: Ms Deborah O'Connell

SENCo: Ms Deborah O'Connell

SEN Governor: Mr Jimmy Sykes

Our motto is at the heart of the school community we believe in '**Working together, Love to Learn and Reach for the stars!**'. Working together encompasses all adults and children in the school, wider community and the world (sexes, races, religions, abilities and differences) are all a part of our inclusive and supporting ethos. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between all people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

Our approach to equality is based on the following key principles:

1. All learners are of equal value

This includes those that are disabled, whatever their ethnicity, culture, national origin or national status, whatever their sex and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. Recognising, respecting and valuing difference and understanding diversity

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, sex, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Fostering positive attitudes and relationships

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. Fostering a shared sense of cohesion and belonging

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. Observing good equalities practice for our staff

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. Having the highest expectations of all our children

We expect that all pupils can make good progress and achieve to their highest potential

7. Working to raise standards for all pupils, but especially for the most vulnerable

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Statement of intent

Newport Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Legal Duties

The Equality and Diversity Policy of Newport Primary School has been developed in line with the following legal framework:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs (Information) Regulations 1999.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Specific Duties Regulations 2011.

As a school we welcome our duties under the Equality Act 2010. The general duties are to: eliminate discrimination, advance equality of opportunity, and foster good relations for all. We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below: age (for employees not for service provision), disability, race, sex (including issues of transgender), gender reassignment, maternity and pregnancy, religion and belief, sexual orientation and Marriage and Civil Partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

1. Publish equality information - to demonstrate compliance with the general duty across its functions. We will not, of course, publish any information that can specifically identify any child.
2. Prepare and publish equality objectives.

Our aim - is to continue to carry out a number of activities, over time, and these will include: Regular themed assemblies eg: celebrating diversity and global citizenship.

Displays eg: Tree of Humanity, British values, Celebration of Faith festival with other local schools,

Whole rewards - which rewards children for exhibiting respect, kindness or showing resilience for example.

Community cupcakes inviting in the community to be engaged by the children in conversation and have tea and cakes.

The KS2 Visits to the local community Eg. St Stephens church and the Methodist church, Act of Remembrance as part of the wider community,

Celebration activities around the village and working towards the Market Weighton Canal trail as a part of developing community and engagement.

Half termly faith based assemblies (Christianity) with the local Rev Kenny.

And of course all adults in school 'model' exemplary behaviour in regards to how they speak and interact with each other, with children and families - this is a cornerstone of our code of conduct. Different teachers take assemblies on a rota and constantly model poignant stories, discuss inspirational people and inspire the children.

Our Curriculum- Our rich and exciting curriculum which links very closely to the demands placed upon us via the 'Equalities Act'. This law expects all schools to publish a brief plan of action about how they aim to ensure that everyone in the school community is treated fairly. We feel that by further developing our children's knowledge and understanding of a range of other cultures and backgrounds this will help them treat others with greater respect and consideration.

Monitoring- We also monitor and collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice

related incidents Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. 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.

In fulfilling our legal obligations, we will:

Recognise and respect diversity, Foster positive attitudes and relationships, and a shared sense of belonging, Observe good equalities practice, including staff recruitment, retention and development, Aim to reduce and remove existing inequalities and barriers, Consult and involve widely and continually strive to ensure that society will benefit.

Our mission is to ... Inspire today's children for tomorrow's world, fostering tolerance and respect and addressing prejudice and/or related Incidents. Newport school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support if appropriate.

Responsibility

We believe that promoting Equality is the whole school's responsibility of the whole community. The Governing Body is responsible for: Ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above.

The lead Governor for this is: Mr Jimmy Sykes.

The head teacher is responsible for:

Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty

- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.

- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensuring children follow the school rules '**Hands, feet and objects to yourself**', '**Following the instructions of all adults**' and '**Be kind**'

- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupil responsibility:-

Follow the schools rules 'Hands, feet and objects to yourself**', '**Following the instructions of all adults**' and '**Be kind**'**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy. Visitors (e.g. parent helpers, contractors)
- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises. Accessibility Plans are implemented to ensure that
 - the extent to which disabled pupils can participate in the curriculum is increased
 - the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - the availability of accessible information to disabled pupils is improved and available in the Accessibility Plan. This is published as a separate document and can also be found on the schools website.

Appendix 1

How Newport Primary School Meets the Aims of the Equality Policy:

Information about how Newport Primary School meets the Aims of the Equality Act and Next Steps.

School Context

Newport Primary School is a smaller than average primary school with around 160 pupils. The proportion of pupils known to be eligible for pupil premium funding is around 18 % and the large majority of pupils are White British. The proportion who speak English as an additional language is below the national average. The proportion of pupils who have additional support to meet their special educational needs and/or disabilities with an EHCP is above the national average being around 8% rather than 2%. Equality of Opportunity for Children at Newport Primary School make progress in line with other children nationally and attainment is in line with or above other pupils Nationally (we have been in the top 10% of schools Nationally for 3 years). Attendance is in line with National. Rigorous monitoring systems are in place to ensure that reasons for absence are established as soon as a child is absent. Where children are

absent (classed as persistent absence) from school due to significant medical needs school works with parents and other professionals to support the child's welfare and educational provision. This is monitored at least termly. Where any gaps in learning may appear intervention programmes are quickly initiated, documented and monitored. For disadvantaged children barriers to learning are identified and actions put in place to maximise learning and welfare.

Please see the following documents located on the school Website or in school:

School Attendance

School Assessment Data

Parents Questionnaire Responses.

Pupil Premium - impact and spending

Also the DFE school performance tables website.

We always foster Good Relations Between People, Participation and Engagement Our school community is a welcoming, comfortable and caring environment for all who come here. We foster an open environment where people feel they are being treated with dignity and respect.

Examples of Steps taken by the School

The school has an active School Council and Pupil Voice, in learning, the curriculum and in newsletters.

House and curriculum support children Leaders support the effective running of the school taking responsibility and promoting good behaviour. We have Pets leaders, technology leaders, art ambassadors and Library leaders.

Representatives sit on the class council.

Children are involved with local community developments - such as designing boards and doing idea brainstorming for the Market Weighton canal trail. We are also as a school very involved in charity events and fundraising. Visits to and visitors from other cultures/ religions/ churches or sacred grounds and with people from different backgrounds to work with the children. Children take part in supporting members of the local community: Preparing for and taking part in Remembrance celebrations, visiting the Local Residential home, taking part in local community events. Children have opportunity to learn about being effective citizens including through assemblies and workshops provided by other professionals such as the local police and health care professionals.

We try hard to eliminate Unlawful Discrimination, Harassment and Victimisation The school has a good record of positive behaviour. Our OFSTED report and Parent Questionnaire response include the Schools Behaviour and Anti Bullying Policy.

Examples of Steps the School has Taken :-

The school is a very welcoming and inclusive school, children and staff and volunteers feel supported, safe and valued (see parental and children questionnaires).

Exclusions Data: We manage the children's behaviour and support the needs of pupils working with the families. We have not had to suspend or exclude children from the school.

Monitoring of behaviour, including Victimisation and Discrimination, Anti Bullying and Harassment Details of all behavioural incidents are kept in the schools Behaviour Log. This is monitored by the Head Teacher and Analysis of these incidents is shared with the Governors at least termly. The school has prompt and effective behaviour management techniques

deployed by all staff to deescalate incidents of negative behaviour, all staff are also Team Teach trained including all lunchtime supervisors. When needed, additional support is sought and children achieve well with their individual needs. Relevant outside agencies support the school when needed, the child and their families.

Next Steps :- The schools objective is: To ensure all children, regardless of disadvantage make good and outstanding progress for themselves and own abilities, we know that some children with severe cognitive needs or disabilities may not attain expected or above national expectations, but focus on helping them achieve and surpass their own goals. We then focus on those children who are higher learners and help to challenge and develop those learners too. This will be achieved through: Robust and rigorous tracking including the use of our tracking system for children with SEND working below ARE Effective monitoring practices and pupil progress reviews, targeted intervention strategies and individual targets and plan, carefully monitored and measured.

Actions include

Effective evaluation of progress,

Reading and Spelling standardised test and Maths test scores,

Interventions practices updated to include same day/next day interventions, pre teaching and IT resources as appropriate,

Targets clear and smart and specific to the child or group.

We regularly review all objectives to ensure they are appropriate and focused.

Layered Success Criteria for All children, regardless of background, disadvantage or need making good and outstanding progress.

The school objective is:

To continue to work hard to promote an understanding of the cultures, faiths, beliefs, and lives of others beyond the local area. This will be achieved through: Continuing to review the school's curriculum, including PSHCE to ensure that it offers both opportunity and resources which reflect and respects diversity of age, (dis)ability, race, faith, culture and gender and sexual orientation, both nationally and internationally.

Actions include

Ensure sufficient opportunities within the school curriculum to address equality, diversity and SMSC.

Incorporate varied assemblies and class time promote and provide opportunity to explore concepts of faith, local, national and global issues.

Curriculum Subject reviews to specifically consider how local, national and global issues are incorporated and facilitated.

British Values teaching and Sex education to consider how we understand, respect and treat others who's lives and vies may differ from our own.

Success Criteria

Children are knowledgeable and informed about the world in which they and others live Children's views demonstrate respect for all. The Children's behaviour and actions show tolerance and respect, towards others, themselves and the building and equipment in it. The children are happy and are positive and willing to support others in the community through

fundraising and community cupcakes. The school is a role model to families and others in the community, and supports other schools in all areas- continual progress is sustained, and the wellbeing of all is pivotal in the judgements and decision the school Head, staff and Governors make. The school's reputation continues to be good or better.

Ms Deborah O'Connell

Headteacher/ SENCo/ Inclusion Co-ordinator

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