



The Westbrook Trust

C/o Brompton-Westbrook Primary School, Kings Bastion, Brompton, Gillingham, Kent ME7 5DQ
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POLICY ON: EQUALITY AND DIVERSITY

(Incorporating, Race, Disability and Gender Schemes, and Statement of British Values)

Introduction

Every person in our Trust is of equal importance and no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the trust are individuals, but are also members of a community where we learn from each other and celebrate the culture and beliefs of each other.

We have a duty to promote a culture in which diversity is celebrated and in which discrimination is understood by all to be completely unacceptable.

This policy recognises the principles and responsibilities as set out in the October 2010 Equalities Act.

Aims

- Establish a climate in which diversity is understood as a strength of the community and is celebrated as such
- Ensure that no member of the Trust community feels disadvantaged due to their membership of or identification with a particular group
- Create a climate where people are able to speak openly about their experiences
- Deal appropriately with incidents of policy breach
 - ensure that all members of the Trust community know they must report them
 - record all incidents and take action according to the relevant policy
 - keep a formal record of all racist incidents and bullying or homophobic incidents, carry out analysis of them and report on the nature and frequency of them annually

Roles and Responsibilities

Head Teacher:

- Celebrate diversity and equality
- Deter and prevent discrimination on the basis of ethnicity, religion, culture, gender, sexual orientation, age or disability
- Train all staff to understand what constitutes direct and indirect discrimination and train in anti-discrimination practices
- Follow staff disciplinary and dismissal procedures
- Ensure that the value of diversity is recognised by those in governance positions

- Ensure that the recruitment policy does not discriminate against specific groups and appropriate action is taken to seek staff and governors from a diversity of backgrounds
- Implement the national pay structure and ensure that performance management and access to CPD are free from discrimination
- Ensure that curriculum delivery does not disadvantage people as a consequence of their ethnicity, religion, culture, disability or sexual orientation
- Deal with incidents of racial harassment or bullying and recorded them appropriately
- Monitor achievement of minority groups and put interventions into place for pupils who are underachieving
- Analyse attendance, exclusions, numbers of pupils with personal support plans, reward systems etc. to monitor impact on vulnerable groups

All Staff:

- Set targets which challenge all pupils to achieve their best
- Model respect for others and celebrate diversity
- Ensure that delivery of the curriculum takes into account the ethnicity, religion and culture of pupils and their families
- Collect and analyse data on attainment by specific groups and intervene to provide additional support for pupils if appropriate
- Provide pupils with the support and guidance they need on an individual basis and take account of their personal and cultural needs
- Ensure that all pupils are fully aware that staff have very high expectations of them
- Work at creating a positive ethos of mutual respect and trust
- Ensure that the curriculum content and resources will present Britain as a culturally diverse society and develop pupils' understanding of the wider world
- Deal with any instances of discrimination appropriately and record all incidents and outcomes

Trustees and Governors:

- Seek the advice of their chief officer on this policy, keep it up-to-date, and make it available to parents upon request
- Ensure that the impact of the policy is monitored
- Hold the organisation to account if impact reviews indicate that changes in practice are required

POLICY ON: Racism

Introduction

Definition: “Any incident which is perceived to be racist by the victim or any other person.”

(McPherson report)

Racism is not just about intentional attitudes or behavior. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to be aware that racist incidents are often complex and interrelated with other events and may involve group as well as individual behavior. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity.

There is a duty to promote a culture in which diversity is celebrated and in which racism is understood by all members of the community to be unacceptable.

Aims:

- Ensure that staff and pupils understand what constitutes a racist incident
- Create a climate where people are able to speak openly about their experiences
- Deal with racist incidents according to policy
- Record, monitor and analyse incidents and take action as appropriate
- Keep a formal record of all racist incidents and report on them to those in governance

Examples of Racism

racist comments, name-calling, jokes and imitating accents	racist graffiti or any other written insult	racist materials such as badges and literature	recruiting people into racist organisations	threatened or actual physical assault because of colour or ethnicity
isolating people because of colour or ethnicity	unacceptable stereotypical views and images	a curriculum that does not acknowledge racism or allow access to positive images and examples of people from a range of nationalities, cultures and ethnic backgrounds	staff not following up racist incidents vigorously, thus condoning it	staff not being fully aware of how racism and stereotyping may affect the decisions they make

Prevention

- Implement all policies
- Encourage pupils to report all incidents
- Hold assemblies to support a positive culture
- Teach about racism through PSHC&E
- Recognises the diverse community through teaching and resources

As soon as possible the alleged victim and perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed. Expectations will be reinforced and procedures outlined, including likely follow-up. A complete record of all actions must be made and filed appropriately.

Parent/carers must be informed and reminded of the procedures that follow which will be in line with the policies on behavior. Information will be disseminated through the pastoral structure to the necessary individuals.

Allegations made against staff must be passed immediately to the head teacher / CEO for investigation under the relevant HR policy or to the vice chair of governors/trustees if the head /CEO is implicated. Any racism perpetrated by staff will be treated as a serious disciplinary matter and investigated by the appropriate governance committee.

Process: treat all claims seriously; keep victims fully informed of the procedure and the subsequent chain of events; explain the action that will be taken; talk through the incident; interview all those involved; provide counselling and support as appropriate.

Recording: All incidents must be recorded. It is important to remember that records may be required by other professionals - e.g. social services, police.

Failure to respond appropriately may be seen as condoning the incident.

Statement of British Values

Keeping our children safe and ensuring that we prepare them for life in modern Britain could not be more important. We promote community cohesion by respecting the traditions and celebrating the cultures of our children's heritages. At the same time we ensure that all children are familiar with expectations in modern British society, particularly in relation to:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

We will aim to demonstrate how our work with pupils is effective in embedding these values, which may include challenging pupils, staff or parents who express contrary opinions.

Disability Equality Scheme Statement of Principle

Introduction

Discrimination against people with disabilities takes many forms, and barriers are often created within society which make it more difficult for them to achieve their ambitions or to have equal access to the services they need.

The Disability Discrimination Act 1995 recognises that there are many different types of disability, many of which are not immediately apparent and that many people who may not have thought of themselves as having a disability in the past, are now protected under the Act.

We take all necessary steps to ensure that the needs of people with disabilities are taken into account in all areas and activities. We seek the views of disabled pupils, staff and members of the wider community such as parents and carers, and take all reasonable steps to ensure that the range of services and educational and employment opportunities are fully accessible to them. Where barriers to access are identified, we will take action to overcome them.

Disabled people are under-represented in our workforce and we will take action to encourage disabled people to apply for vacancies.

Our Accessibility Plan incorporates our plans to provide access to education for disabled pupils and to support disabled members of our community.

The views of disabled pupils, parents and staff will be sought and included in the further development of the scheme.

Disability Equality Duty

The duty requires us, when carrying out our functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act and the 2010 Equality Act
- Eliminate harassment of disabled people that is related to their disability; promote positive attitudes towards disabled people; encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Curriculum Adaptations

- The SENCo will thoroughly assess the needs of new pupils and plan to support their access to learning and social opportunities as fully as possible
- Staff will be kept fully informed of the needs of individual pupils with disabilities, plan their teaching and organise resources, including classroom space, accordingly

- Additional staff training is provided as appropriate or advice is sought
- Pupils may be given additional support, either one-to-one or in small groups
- Lessons are differentiated to enable pupils of all abilities to access the learning
- Timetable adjustments are made as required
- Family liaison and support is provided

Additional Adaptations

- Pupils with exceptional needs are provided with additional support
- Where necessary and appropriate, disabled pupils are given priority at mealtimes
- Where necessary and appropriate, disabled pupils are given additional access to toilet and shower facilities
- A counsellor may be available for pupils with specific needs

Adaptations to Premises

- *Provision of disabled toilets*
- *Ramp access where necessary*
- *Automatic push-button entry to main entrance for wheel chair users*

Identifying Priorities

Priorities are decided upon each year in response to the needs of pupils, staff and other members of our community. These are identified by the SENCo, key pastoral staff and a member of the senior team. The team might also seek the views of or advice from those with disabilities. This can be through e.g. questionnaires or focus groups. Priorities will be shared with the senior leader of the organisation and with governors who will decide upon those that are to be written into the Accessibility Plan. These will have success criteria and review criteria with deadline dates.

Impact assessment

This is carried out in four ways:

1. Monitoring the progress of disabled pupils and their individual ability to access the full range of opportunities
2. Direct feedback from those members of the community affected by the policy and practice e.g. staff, parents of disabled pupils
3. Monitoring against targets set out in the Accessibility Plan
4. An individual Impact Assessment using the Trust's form

Reasonable Adjustments

Staff training will take place on how to support pupils with disabilities. For reasonable adjustments staff must use SEN policy materials and checklists.

Gender Equality Scheme

We have a general duty to promote equality of opportunity between men and women (including boys and girls) and a specific duty to publish a Gender Equality Scheme showing how we intend to fulfil the general and specific duties. We must revise and review the plan every 3 years and report on progress annually.

Statement of Principle - Women

Women are often discriminated against because of their gender, their responsibilities for child care, their marital or their economic status and this may result in them being denied equal access to services, employment and development opportunities.

We will ensure that access to employment, promotion and development opportunities do not unfairly discriminate against women and will give due regard to targeting opportunities to women in those areas of employment where they are under-represented.

We are committed to the principles of equal pay for work of equal value.

Statement of Principle - Men

We recognise that men can be discriminated against, particularly in access to employment in roles that have traditionally been undertaken by women. We will ensure that access to employment, promotion and development opportunities and access to services do not discriminate against men, in line with our commitment to equality of services

Nationally there has been a trend for girls to outperform boys academically. We are committed to analysing performance of boys and girls and to intervene to secure boys' attainment.

Aims

- Create a climate in which everyone feels equally valued regardless of gender
- Ensure that there is genuine equality of opportunity and that no-one is excluded from educational or career opportunities as a result of their gender
- Ensure that all members of the community model appropriate anti-discriminatory behaviour
- Continue to monitor educational outcomes by gender and to identify and address any issues.

Examples of Discriminatory Behaviour

using discriminatory language	refusing to consider requests for part-time posts or job-share posts on return from maternity leave	refusing to consider the needs of fathers who wish to adapt their working practices due to the need to be the principal child carer	not taking seriously girls who report intimidating behaviour of a boy or group of boys in relation to sexist or inappropriate language or behaviour
planning CPD in such a way that part-time employees (statistically more likely to be women) cannot access it	allowing lessons in which the boys dominate to continue in that way, without planning opportunities for the girls to contribute	allowing gender-stereotypical images to persist in the delivery of the curriculum	

Identifying Priorities

The main priorities are decided upon each year in response to the needs of pupils, staff and other members of the community. These are reviewed by the senior team and governors and targets are set that ensure that the ethos is positive in combating prejudice and gender stereotyping. This is likely to be achieved by holding assemblies, in displays and in PSHC&E.

Positive about LGBT Scheme

We hold positive views about all members of society including those who may be lesbian, gay, bisexual or transgender. We recognise that children start to identify their sexual orientation at a very young age and their sense of belonging and acceptance is critical to their sense of a successful personal identity. We recognises that many children will live in 'non-traditional' families e.g. they may have two same sex parents, a parent who lives part of her / his life in a transgender role or one who has undergone a sex change. Many children will have lesbian and gay family and friends.

We regard homophobic harassment as a 'hate offence' with as serious a detrimental impact as racist harassment. We will therefore treat any homophobic incident as a major disciplinary infraction. We also recognises that lesbian, gay, bisexual and transgender people may be discriminated against because of their status and we are committed to providing fair treatment and equal access to employment and development opportunities.

Aims

- Create a climate where children and staff are able to live and speak openly about their families, friends and life experiences
- Agree procedures for dealing with homophobic incidents, and ensuring that all members of the community are fully conversant with them
- Establish what constitutes a homophobic incident, and share this with all members of the community
- Keep a formal record of all homophobic incidents and report on their nature and frequency

The legal and policy framework

Equality Act 2010 - The public-sector Equality Duty requires all schools in England, Scotland and Wales, including academies and free schools, to eliminate discrimination, including discrimination on the grounds of sexual orientation and to advance equality of opportunity and foster good relations. Primary schools are expected to set age appropriate equality objectives, although these do not have to be in relation to the national curriculum. Equality objectives could include committing to reduce incidences of homophobic language in school, or looking to reflect pupils' different families better. These objectives should have tangible actions that allow schools to measure their progress. For more information about the Equality Act 2010, see Stonewall's Sexual Orientation The Equality Act Made Simple:

www.stonewall.org.uk/equalityact

Education and Inspections Act 2006 - The Education and Inspections Act places a duty on schools to promote the safety and wellbeing of the children and young people in their care. This includes the children of same-sex parents in primary schools and those who experience homophobic bullying.

In the 2010 Schools White Paper, The Importance of Teaching, the Coalition Government reiterated that tackling homophobic bullying was a key priority and highlighted schools' responsibility to prevent and respond to this bullying.

Ofsted - The Ofsted framework explicitly directs inspectors to look at a school's efforts to tackle bullying based on sexual orientation and how the school supports the needs of distinct groups of pupils, such as pupils with same-sex parents. Ofsted's guidance to inspectors on the new framework suggests that primary school inspectors should ask whether:

- pupils ever hear anyone use the word 'gay' when describing a thing, or whether they have been told by teachers that using the word 'gay' to mean something is rubbish, is wrong, and why it is wrong
- pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
- pupils have had any lessons about different types of families (single parent, living with grandparents, having two mummies or two daddies).

In addition, it is also suggested that they ask staff, amongst other things:

- how the school seeks to support LGBT pupils and those from LGBT families
- whether policies include reference to carers as well as parents

Staff will:

- Reinforce expectations held
- Emphasise the procedures and that there will be appropriate follow up
- Record incidents
- Interview the alleged victim and perpetrator
- Record all actions and ensure that notes are filed appropriately
- Inform parent/carers of the incident and remind them of the procedures that follow
- Take action in line with the Behaviour Policy
- Disseminated information through the pastoral structure to the necessary individuals

Allegations made against staff involving homophobia must immediately be passed onto senior leader of the organisation for investigation.

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the position regarding homophobic behaviour
- Talk through the incident
- Interview all those involved
- Establish counselling and support as appropriate
- Make appropriate notes of the meetings
- Take actions according to the appropriate policy

Remember that records may be required by other professionals - e.g., social services or the police, as families may be subjected to hate offences outside school.

Any example of homophobia perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate governance group.

Positive Practice

Staff must know that this is a priority of the leadership team. School leaders must also make sure their staff have the training and support they need to feel confident about it.

- Explain to children why it is important to use language in its proper context and what terms such as gay actually mean, in an age appropriate way

- Recognise the difference and diversity of family life by displaying 'Different Families' posters around the school and stocking storybooks which feature different families
- Encourage pupils to be themselves by actively celebrating difference and diversity and challenge stereotypes
- Seek pupil involvement in work around homophobic bullying and celebrating difference e.g. through poster making and story-telling
- Engage parents and carers
- Support transition to secondary school by making it clear that they do not have to put up with homophobic bullying
- Learn from others - see The Stonewall guidance above

Appendices

- (i) Equality Scheme impact assessment format
- (ii) Equality Statement format
- (iii) Guidance on the law and equality statement
- (iv) Accessibility Plan format
- (v) Initial impact assessment table

An initial impact assessment under the school's Single Equality Scheme has been carried out for this policy	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is unlikely, but positive impact is also unlikely.
E	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
F	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice

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