



**Prince of Wales Primary School**  
**Equality Policy**

Summer 2019

Review: Summer 2021

## **Our Equality Vision and the Values that underpin School Life**

Prince of Wales School shares the local authorities' commitment to equality of opportunity and to making Enfield a cohesive community.

Prince of Wales School is committed to promoting equality for all – regardless of ethnic background, gender, social class, cultural or religious traditions and beliefs, physical, characterisation, sexual orientation, age or ability.

### School vision

The children we educate need to become active, intelligent learners. They should have full awareness of their own intelligences and those of others with whom they need to interact. They should know how they can influence and shape their own lives and those of others. Being empowered by this knowledge, learners should develop a sense of well-being and an eagerness to support and sustain the well-being of their community and the wider community.

### Aims

- To create a happy, secure and caring environment for the children, Early Learners and the wider community
- To foster the development of the whole person: intellectually, spiritually, socially, morally, emotionally, physically and aesthetically.
- To set realistic targets for all children, irrespective of ethnic origin, religion, gender, disability and ability, have equal opportunity to access the learning and so make the best possible progress.
- To value personal endeavour and to help individuals to develop lively, enquiring minds and the ability to apply themselves to a variety of situations
- To develop independent, confident individuals who have an understanding and respect for the values, needs and feelings of others
- To respond to changes in the world when designing and planning the curriculum

This policy has replaced the school's previous policies on:

- Equal Opportunities
- Disability Equality Scheme
- Sex Discrimination Policy
- Race Equality
- Social Inclusion Policy

The school acknowledges its role and will make its contribution by developing a fully accessible and inclusive organisation that welcomes and respects the diversity of its students, staff, community and visitors to the school.

The school alongside the Local Authority believes that:

- Every child in the world matters
- Diversity must be recognised and valued so that where appropriate individuals can be treated differently to achieve equality
- We must encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- School policies and procedures relating to employees (and potential employees) must positively promote equality
- We must create opportunities to remove barriers to equality
- Policy development must involve consultation and participation
- Our ethos and practice must embrace the local, national and international communities in which we operate.

Through the school's ethos, curriculum and extended activities we will contribute positively towards eliminating inequalities and developing a cohesive community.

The school recognise that the actions resulting from a policy are what make a difference therefore every year we draw up an action plan linked to the overall School Improvement Plan, setting out the specific actions and projects we shall undertake to implement the vision outlined above.

# 1 Legal Background

## The Duties that Underpin our Scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### **Disability General Duty**

*Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

### **Gender General Duty**

*Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination; and
- Promote equality of opportunity and good relations between women and men, girls and boys

### **Race General Duty**

*Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups

### **Community Cohesion Duty**

*Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. sexual orientation, religion and belief, age) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them

- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

### **Specific Duties: Disability, Gender and Race**

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

### **The Single Equality Act 2010**

The Single Equality Act 2010 requires schools and settings to;

- Develop and publicly set out their equality objectives
- Set out the steps they will take to achieve these objectives
- Implement these steps unless it would be unreasonable and impractical to do so
- Review and update, as necessary, the objectives every three years

The new public equality duty under the Act also requires schools to:-

- Eliminate Discrimination, Harassment, Victimisation and any other conduct prohibited under the Act.
- Advance Equality of Opportunity between persons who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and persons who do not share it.

### **Commitment to Review**

The school equality targets, displayed on the school website, will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation procedures and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality targets will be reviewed at least every three years.

### **Commitment to Publish**

We are committed to sharing information about our equality targets and policy as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of

impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

### **Commitment to Action**

#### **Governors will:**

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|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"> <li>● Provide leadership and drive for the development and regular review of the school's equality and other policies.</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.</li> <li>● Highlight good practice and promote it throughout the school and wider community.</li> </ul>   |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils.</li> <li>● Congratulate examples of good practice from the school and among individual managers, staff and pupils.</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul> |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority).</li> </ul>   |

#### **The Headteacher and senior staff will:**

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|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>● Initiate and oversee the development and regular review of equality policies and procedures.</li> <li>● Consult pupils, staff and stakeholders in the development and review of the policies.</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Ensure the effective communication of the policies to all pupils, staff and stakeholders.</li> <li>● Ensure that managers and staff are trained as necessary to carry out the policies.</li> <li>● Oversee the effective implementation of the policies.</li> <li>● Hold line managers accountable for effective policy implementation.</li> </ul> |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils.</li> <li>● Highlight good practice from departments, individual managers, staff and pupils.</li> <li>● Provide mechanisms for the sharing of good practice.</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul>         |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Ensure that the school carries out its statutory duties effectively.</li> </ul>  |
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	<b>Line managers will:</b>
Policy Development	<ul style="list-style-type: none"> <li>● Respond to consultation requests by creating opportunities for pupils, through the school council and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary.</li> <li>● Be accountable for the behaviour of the staff team, individual members of staff and pupils.</li> <li>● Use informal and formal procedures as necessary to deal with 'difficult' situations.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Behave in accordance with the school's policies, leading by example.</li> <li>● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary).</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>● Contribute to managing the implementation of the school's equality scheme.</li> </ul>
	<b>All staff: teaching and non-teaching will:</b>
Policy Development	<ul style="list-style-type: none"> <li>● Contribute to consultations and reviews.</li> <li>● Raise issues with line managers which could contribute to policy review and development.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>● Maintain awareness of the school's current equality policy and procedures.</li> <li>● Implement the policy as it applies to staff and pupils.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme.</li> <li>● Provide a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>● Contribute to the implementation of the school's equality scheme.</li> </ul>

## **2 Stakeholder Consultation**

### **Involving Learners, Parent/Carers and the School's Communities**

Prince of Wales School is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parent/carers and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

### **3 Impact Assessment**

#### **Evaluating the Impact in term of Outcomes**

##### **Impact Assessment Statement**

Prince of Wales Primary school policies will be equality impact assessed with regard to disability, gender, race, religion/belief, sexual orientation, and age at the time of review and issues arising will be carried forward into the School Development Plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an on-going basis.

## 4 Our School's Equality Priorities

### Key Priorities – current and planned

#### **To raise the % of pupils achieving at or above national expectations in writing (key priority)**

- Track progress of key groups across the school (Pupil Premium / EAL / disadvantaged)
- Use pupil progress meetings to discuss progress and next steps
- Talking partners for specific year groups
- Power of reading books
- Daily Guided Reading sessions
- Talk for writing features in all year groups

#### **To ensure a person centred planning approach for pupils with SEND**

- Create Learning Support Plan which includes areas of strengths as well as areas of concern
- Discussions with pupils and parents in Learning Support Plan meetings about what they would like to achieve
- Training for Education, Health and Care Plans (EHCPs)
- Transitions profile when pupils move Year groups, including movement to Secondary school

#### **To accelerate the progress of children who are new to English in all core subjects**

- Baseline assessment carried out by EMA TA
- Purchase of dual language books
- Dual language dictionaries
- Tablets (computing resource) used in lessons to support language acquisition
- Visual support
- Opportunities for speaking and listening
- Involvement of parents
- Access to Little Bridge
- Training and support for EMA co-ordinator