

# Redbridge Primary School

RED

“Resilience, Excellence, Determination”



## Equality Policy

Date Policy Approved	Date of Next Review
Autumn 2020	Autumn 2024

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## **1. Introduction**

### **1.1 Background**

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disability and Gender and now protects children, staff and parent/carers from discrimination, harassment and victimisation based on all Protected Characteristics (Race, Disability, Sex, Religion or belief, Sexual orientation and Gender reassignment).

NB: Age is now also a protected characteristic but does not apply to children in school. It does, however, still apply to staff and parent / carers.

### **1.2 Our Commitment**

At Redbridge Primary School (RPS) we are fully committed to equality. We understand that pursuing excellence for our pupils goes hand in hand with pursuing justice and equality. It is our duty to promote equality of opportunity and good relations between people alongside positive attitudes.

### **1.3 The School Context**

Redbridge Primary School (RPS) serves a diverse and vibrant community. 97% of our pupils are from ethnic minority backgrounds and speak English as an additional language. The main minority ethnic groups are: Asian/Asian British — Indian, Pakistani and Bangladeshi. We view this as strength and seek to ensure this is reflected and incorporated into our curriculum.

We are an inclusive school and welcome all pupils and adults regardless of race, gender, language, religious belief, class or cultural background. We seek to demonstrate this in how we interact with each other and through our school environment. Every child matters (Appendix A) to the staff of RPS. We work closely with UNICEF and uphold the rights of children. Article 30 states that every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## **2. Objectives**

**2.1** To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

**2.2** To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

**2.3** To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender

identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

**2.4** To recognize and celebrate diversity within our community whilst promoting community cohesion.

**2.5** To ensure that this policy is applied to all we do.

**2.6** To ensure that pupils and parents are fully involved in the provision made by the school.

**2.7** To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary

### **3. GOOD PRACTICE**

#### **3.1. Our aim is to:**

- provide a secure environment in which all our students can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

#### **3.2 To achieve these aims we will:**

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;

- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

### 3.3 It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the subtler forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## 4- Procedures

4.1 All adults have a responsibility to put a stop to any form of discriminatory behaviour.

### Order of Procedures

	ACTION TAKEN	
A	Immediate response by staff	
B	Support and reassurance for victim	
C	Response to perpetrator	
D	Parental involvement of both parties	
E	Involvement of SLT	
F	Sanctions for perpetrator ( <i>see behaviour policy for further guidance</i> )	
G	Other agencies involved (police, prevent, social workers)	
H		

## **5- Consequences**

**Appendix C.1- Consequences for challenging behaviour**

**Appendix C.2- Reflection sheets KS1**

**Appendix C.3 - KS2 Reflection sheets**

Appendix A

## At Redbridge Primary School

### Every Child Matters

- We expect high standards in all subjects. We have a particular emphasis on English, mathematics, science and ICT. We understand the importance of high standards across the primary school in laying the foundation for future achievement and economic well-being.
  
- We expect our children to become confident learners who enjoy school and achieve highly. We will challenge our children to achieve their full potential and beyond.
  
- We enable our children to value themselves and recognise their abilities. We will ensure they are independent and able to recognise a healthy and safe life-style.
  
- We expect our children to make a full contribution to the school and wider community through celebration, awareness of others and citizenship.
  
- We value the rich diversity of our community and seek to include all through strong partnerships. We recognise the contribution of all our pupils, parents and other community partners.

### Every Partner Matters

Pupils, Parents, Staff, Governors,  
Our Community

Appendix B

**Equalities Incident Form**

Date of incident \_\_\_\_\_

Recorded by \_\_\_\_\_

**LOCATION OF INCIDENT**

Classroom	
Playground	
On school grounds	
Outside of school (trip, on route )	
Other	

**TIME OF INCIDENT**

Lesson Time	
Break/Lunchtime	
Before school	
After School	

**NATURE OF INCIDENT**

Physical Assault	
Verbal Abuse including: threats, derogatory name calling, insults, ridiculing for cultural differences	
Written Abuse e.g. racist graffiti/Propaganda	
Cyber Abuse	
Abuse of personal Property	
Segregation- A refusal to cooperate with others or either exclusion of others because of race/gender/sexuality/physical or learning disabilities	
Incitement to of others to behave in a discriminatory way.	

**Victim**

Pupil		Adult	
Male		Female	

**Perpetrator**

Pupil		Adult	
Male		Female	

**Ethnicity** \_\_\_\_\_

**Ethnicity** \_\_\_\_\_

**Religion** \_\_\_\_\_

**Religion** \_\_\_\_\_

**Year Group**

EYFS	KS1	KS2
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**Year Group**

Class \_\_\_\_\_

Class \_\_\_\_\_

**DETAILS OF INCIDENT** *(to be written from the victim's point of view)*

**ACTION TAKEN**

A	Immediate response by staff	
B	Support and reassurance for victim	
C	Report incident/ fill in the incident form with the victim	
D	Response to perpetrator	
E	Parental involvement of both parties	
F	Involvement of SLT	
G	Sanctions for perpetrator	
H	Other agencies involved	

**Outcomes** *(A brief description on how the incident was resolved, who was involved and what are*

*the next steps if any)*

Please discuss the incident with the Equalities lead and file this report in the Equalities file.

### **Appendix C.1**

#### **Consequences for challenging behaviour**

	<b>Consequences</b>	<b>Staff</b>
1 <sup>st</sup> incident	Reflection conversation with the class teacher Child to inform adult that collects the child at the end of the day alongside class teacher that they had to have a reflection conversation and why.	Class teacher
2 <sup>nd</sup> incident	Reflection conversation with class teacher or emotionally available adult. Teacher to inform the parent at the end of the day or via phone call. Class teacher to agree a target alongside the child using the pastoral support plan to support the child with appropriate behaviours	Class teacher Emotionally available adult
3 <sup>rd</sup> incident	Reflection conversation and sheet to be completed with class teacher after the incident Formal meeting with parents/carers Discuss the next steps of how to support the child. Look at the patterns of behaviour – consider an intervention to support the emotional regulation. Loss of privilege as agreed by the adults	Class teacher and Year Group Leader
4 <sup>th</sup> incident	Reflection conversation and sheet to be completed with class teacher after the incident Formal meeting with parents/carers Look at the patterns of behaviour – consider an intervention to support the emotional regulation. Possible internal exclusion	Class teacher and Senior Leader
5 <sup>th</sup> incident	Formal meeting with Head teacher	Head teacher
Bullying	Reported incidents must be logged If there is 3 or more incidents reported this must then be recorded in the schools formal bullying log. Each report of bullying should be investigated through a discussion with the victim and perpetrator. Consequences for bullying are as above following each warning.	Class teacher
Racism/prejudice	These incidents should be recorded in the	Senior Leader

	school's official log then dealt with according to the above steps. However both parents of the victim and the accused will always be informed if it is an issue of racism or prejudice.	
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**Appendix C.2**

**Reflection Sheets - KS2**



<b>Name:</b>	Incident Notes (brief overview by adult after the form has been completed by the child)
<b>Class:</b>	
<b>Incident Date:</b>	
<b>Location:</b>	
<p><i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school values.</i></p>	

**What value have I not shown?**

- Respect
- Resilience
- Honesty
- Friendship
- Positivity

**I feel**



**Who was involved?**

**What happened?**

*KS2 reflection page 2*

**How can I make a better choice next time?**

**I think my consequence should be**

**I can resolve the situation by**

**I have learnt**

## Appendix C.3 KS1 Reflection Sheet



Name:	Incident Notes (brief overview by adult after the form has been completed by the child)
Class:	
Incident Date:	
Location:	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school values.</i>	

### What value have I not shown?

- Respect
- Resilience
- Honesty
- Friendship
- Positivity

### I feel:

### I chose to:

- Hit
- Shout
- Hurt
- Damage
- Ignore

### I could have:

- Used kind hands
- Listened
- Use kind words
- Asked for help

### Now I want to