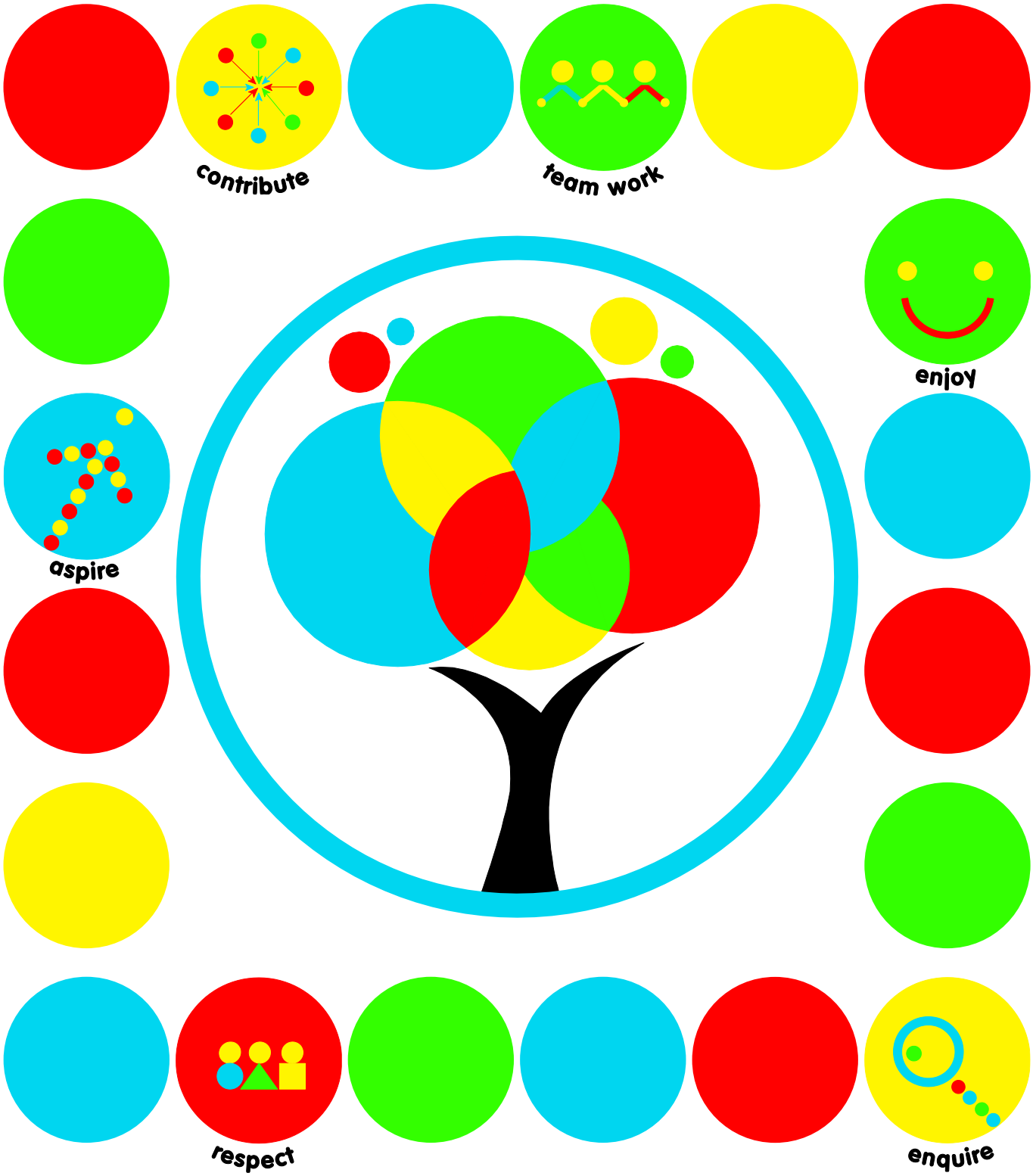


# EQUALITY, DIVERSITY and INCLUSION POLICY

Head teacher signature:

Chair of Governors signature:

Review date: September 2027

Thomas Buxton Primary School
Learning Together

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## OUR VISION STATEMENT ABOUT EQUALITY, DIVERSITY AND INCLUSION

Thomas Buxton Primary School seeks to foster a warm, welcoming and respectful environment which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from discrimination, harassment and victimisation.

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.

## OVERALL AIMS OF OUR EQUALITY POLICY

Our aims are in line with the Equality Act 2010 and the Public Sector Duty.

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between all groups under the 'protected characteristics'.

The policy explains how we aim to listen to and involve pupils, staff, parents/carers and the community in achieving better outcomes for our children and young people.

This Equality, Diversity and Inclusion Policy for Thomas Buxton Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability.

It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community (see Appendix A).

### What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against a child or treat them less favourably because of their sex, race, disability, religion or belief, gender identity, sexual orientation, pregnancy or maternity. These 'protected characteristics' also apply to all staff, volunteers and the parent/carer community, alongside marriage and civil partnerships and age.

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

## OUR LEGAL DUTIES

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child. To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan. See Appendix B for Key Legislation relating to this policy.

## OUR APPROACH

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:

- The **dignity** of the human person
- **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

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents/carers and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures

- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school sports
- employees' and staff welfare

## THE ROLES AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students, governors, supply teachers, volunteers and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- appoint a senior member of staff to lead Equalities and Access on a day-to-day basis

Our governing body will**:**

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan
- support the Headteacher in implementing any actions necessary
- engage with parents/carers and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability (see Appendix D)

- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

## HOW WE DEVELOPED OUR POLICY - PARTICIPATION AND INVOLVEMENT

The development of this policy has involved the whole of our school community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

**Our pupils were involved in the drawing up of this policy through consultation with the School Council and Class Councils.**

**Staff were consulted on the development of this policy and were invited to make comments and make suggestions.**

**Governors were consulted on the development of this policy and were invited to make comments and make suggestions.**

**Parents and carers were consulted on the development of this policy and were invited to make comments and suggestions.**

## HOW WE DEVELOPED OUR POLICY - USING INFORMATION

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

**We use the EYFS profile, RAISE online data at the end of Key Stage one and Key Stage 2, in-year school data and Incident Reporting Forms to identify groups within the school and this helps us to ensure equality of provision and take actions to ensure equal opportunities are embedded.**

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia/biphobia and transphobia, religion or belief, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

We welcome parents/carers into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

## COMMISSIONED SERVICES (BUYING IN SERVICES)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

## OUR STAFF
## Recruitment, promotion and training

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

## RESPONDING TO HATE OR PREJUDICE-BASED INCIDENTS AND BULLYING

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to sex, race, disability, religion or belief, gender identity, sexual orientation or pregnancy or maternity. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

**All hate incidents and prejudiced based bullying are reported to the responsible teacher who investigates these incidents and completes an Incident Logging Record Form (see Appendix A) for template as well as the online safeguarding log (CPOMs). The responsible teacher offers support to victims and speaks to perpetrators. Parents of all children involved are called to a meeting with the designated teacher and/or the Headteacher as soon as possible. All incidents are formally reported to Tower Hamlets.**

## IMPLEMENTATION, MONITORING AND REVIEWING

This policy was published on **September 2021**. It will be actively promoted and disseminated.

**This policy will be published on the school website:**

***www.thomasbuxton.towerhamlets.sch.uk***

**and notification of its publication will go to parents and the wider community in a letter and in the school newsletter. Staff will receive a copy of the policy in a meeting after publication.**

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

This policy will be discussed at governors' meetings and in staff meetings. We will have an ongoing dialogue with parents and other stakeholders through discussions and newsletters.

## EQUALITY OBJECTIVES

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every year (see Appendix C).

APPENDIX A:

# Prejudice-Related Incident Recording Form

**A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person. All prejudice-related incidents will be dealt with by a member of the Senior Leadership Team and referred to the Local Authority where appropriate.**

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

| **Details of prejudice-related incident** | | |
|---|---|---|
| **Name & role of person reporting the incident:** | | |
| **Date/location of incident:** | Date: | **Location:** |
| **Victim's name/class/year:** | | |
| **Type of incident: (Tick applicable category/ categories)** | Homophobia:☐<br>*Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.* | Sexism:☐<br>*Prejudice or negative attitudes, beliefs or view about someone based on their sex.* |
| | Transphobia: ☐<br>*Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.* | Disability or health condition:☐<br>*A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.* |
| | Racism:☐<br>*Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origins.* | Islamophobia:☐<br>*Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.* |
| | Biphobia:☐<br>*Prejudice or negative attitudes, beliefs or view about bisexual people.* | Other (specify):☐ |
| **Names of people who have been informed:** | | |
| **Person who committed the offence: (Include their name/class/year (if pupil))** | Pupil:☐ | Teaching staff:☐ |
| | Visitor:☐ | Parent:☐ |
| | Other staff:☐ | Governor: ☐ |
| | Other (specify):☐ | |
| **Description of the incident:** | | |
| **Was this a physical or a verbal incident?** | | |
| **Were physical injuries sustained? If yes, specify the** | | |

| | |
|---|---|
| **extent and to whom:** | |
| **Names of other people involved, including bystanders:** | |
| **Has the offender been involved in previous prejudice-related incidents? If yes, please provide details:** | |
| **Level of severity of the incident. Please circle on scale.** | 1. No offence was intended or taken.<br>2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.<br>3. Hurt or distress was causes and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.<br>4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated. |
| **What action will be/has been taken?** | |
| **What measures are in place to prevent a similar incident from occurring again?** | |

## APPENDIX B: KEY LEGISLATION

### EQUALITY ACT 2010

Harmonises and streamlines existing equality legislation into one Single Act.
The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information please refer to these websites:

www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance

www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010

## ACCESSIBILITY PLANNING

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young

- people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

## COMMUNITY COHESION – EDUCATION AND INSPECTION ACT 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

APPENDIX C: EQUALITY OBJECTIVES: 2021 – 2025 (To be reviewed every 4 years)

The school has committed to working with Equaliteach to monitor and improve work on Equalities over the next two years. Equaliteach will support the school in reviewing and monitoring progress against the following Equality Objectives.

| EQUALITY OBJECTIVE 1:<br>**Teaching and Learning**<br>To ensure that curriculum design and implementation across all subjects and age groups is inclusive of the protected characteristics relevant to pupils by January 2023 | | | | |
|---|---|---|---|---|
| Sub-objectives | Implementation | Led by | Timescale | Evaluation |
| **GENDER**<br><br>To ensure that there is a gender balance in the curriculum offer (the topics and resourcing)<br><br>To increase the number of girls participating in sporting activities during lunchtimes and after-school clubs by 30% | Subject leaders to review curriculum coverage across the school to ensure there is no gender bias.<br><br>Resourcing and topics to reflect a gender balance and do not reinforce stereotypes.<br><br>Carry out targeted recruitment of girls for extracurricular sporting activities.<br><br>Timetabling of lunchtime activities to be reviewed so that there are increased opportunities for girls to engage in the sports zone.<br><br>Philosophy sessions and circle time sessions to challenge stereotypes around gender and sport. | Deputy Head leading on Teaching and Learning<br><br>All subject leaders | Summer 2022 | Curriculum is reflective of gender balance in the topics and resourcing.<br><br>There will be a 50/50 balance in the visibility of girls in the curriculum.<br><br>Pupil questionnaires reflect a positive understanding of gender and inclusion. Pupils feel that there is a gender balance in the way lessons are taught |
| **RACE**<br><br>To review and renew the curriculum to ensure that black and minority groups have positive representation. | Subject leaders to review curriculum coverage across the school to ensure positive representation of black and minority groups.<br><br>Resourcing and topics to reflect ethnic diversity and positive role models from minority communities.<br><br>Curriculum workshops and enrichment opportunities are planned across each year group | All subject leaders | Summer 2022 | Increase in positive representation of black and minority groups in all subjects and curriculum resources<br><br>Pupil voice reflects a positive understanding of racial diversity. |

| | | | | |
|---|---|---|---|---|
| | to ensure groups are positively represented.<br><br>At least one P4C session each term challenges racial stereotypes. | | | |
| To ensure that the curriculum is representative of the diversity of religion or belief, sexual orientation and disability. | Subject leaders to review the curriculum areas to ensure that these protected characteristics are positively represented.<br><br>Subject leaders ensure that resources and topics do not reinforce stereotypes. | RE Coordinator<br>PSHE Coordinator<br>Phase Leaders | Summer 2022 | In all subjects, curriculum resources reflect and positively represent all protected groups.<br><br>Pupil voice reflects a positive understanding of why groups are protected. |

EQUALITY OBJECTIVE 2:
**Leadership and Management**

Staff recruitment, training and promotion procedures follow good equal opportunities practice; efforts are made to reflect diversity in the composition of the staff, governors and volunteers

| Sub-objective | Implementation | Led by | Timescale | Evaluation |
|---|---|---|---|---|
| To enhance the Professional Development opportunities for all staff teams. | There is a bespoke induction procedure for each individual.<br><br>Training materials are adapted to meet the individual's needs.<br><br>There is weekly communication with staff where equality and safeguarding issues are included.<br><br>Roles and responsibilities include ensuring all groups are positively represented.<br><br>The appraisal process will identify strengths and areas for individual development.<br><br>Access to formal accreditation and qualifications will be encouraged through the appraisal process. | Induction Lead<br>Phase Leader<br>Line Manger | Summer 2023 | All staff are provided with opportunities to enhance their knowledge, skills and understanding and provide them opportunities for promotion. [SA(-E1] |
| To further improve the representation of male members of staff across the staffing teams.<br><br>To further improve the representation of Black and Minority Ethnic (BAME) groups across all staff teams. [SA(-E2] | The school has a robust recruitment policy which encourages applications from underrepresented groups.<br><br>Recruitment and promotions data is analysed by different groups at all stages, including applications and shortlisting.<br><br>External partnerships are made to attract underrepresented groups. | Head teacher<br>Deputy Head | Summer 2023 | The recruitment process aims to find the best possible candidate, but is structured to give all applicants, regardless of background, an equal opportunity. |

## APPENDIX D: Pupil voice sessions

Below is an hour session devised to introduce the topic of Equality and Diversity to the school ambassadors and to introduce them to the Equality Policy and to seek their views.
This session is to be delivered to school ambassadors. The school ambassadors in KS2 will then deliver to their classes before feeding back two weeks later. In KS1, the teachers will deliver the session and then the school ambassadors will feedback.

Session 1

| TIMESCALE | ACTIVITY | MORE DETAILS | THINGS NEEDED |
|---|---|---|---|
| 5 minutes | Welcome and Introductions<br>Ground rules | Ask children to suggest some ground rules for session – TTYP and hands-in (matching routines of P4C) | Name labels<br>Flipchart with ground rules written on<br>markers |
| 10 minutes | Participation game | Children stand on scale to show whether they agree/disagree with the following statements<br>• Girls are no good at sport<br>• All boys muck about in class<br>• All children should do as their told<br>• It's a good idea to have a school uniform<br>• Dyslexic children aren't very clever | Print out of labels agree and disagree and numbers 1-10 so children can show degree of agreement.<br>Space clear in room for it |
| 5 minutes | Discussion | Diversity<br>What does diversity mean? – TTYP and feedback<br>Expand, sum up and reveal definition<br>Equality<br>What does this mean? – TTYP and feedback<br>Expand, sum up and reveal definition | Flipchart with a simple definition of diversity and equality written on it<br>Equality:<br>• We are all of equal value.<br>• Treating people fairly.<br>• Helping people to overcome things that might hold them back.<br>Diversity:<br>• Valuing people's differences.<br>• Trying to respect and understand people's differences. |
| 10 minutes | Discussion | Turn to the person next to you<br>Can you think of time when you've been treated unfairly?<br>Describe to your neighbour<br>How did that make you feel? | Flip chart<br>markers<br>Flip chart paper or large sugar paper for each group. |

| | | | |
|---|---|---|---|
| | | All come back together, children shout out a few feelings of how being treated unfairly makes them feel – write feelings on flipchart | |
| 5 minutes | Laws | Explain that not everyone always treats people fairly, so we have laws to protect us, and others, so that every one feels welcome and has the same chances to do well in life.<br>Introduce Equalities Act 2010 and that it is illegal to discriminate because of protected characteristics and share examples. | Smart notebook file showing widgets related to protected characteristics and a visual cue. |
| 20 minutes | Policy | Explain school are writing a new policy and want the school councils' views to help with this. Are there things that happen in school that you think are unfair, can they think of things that happen in each area of the school that they'd like to change: play ground, lessons, assembly, afterschool and dinner time<br>Use prompts if needed e.g only year 5/6 allowed to play football at lunch time | Flipchart divided up into school areas and take notes of children's ideas |
| 5 minutes | **End** | Agree a way to feedback school council views back to Equality working party | |

Session 2
KS2 School ambassadors to deliver the session to their classes.
KS1 teachers to deliver lesson to their classes and give children notes about their answers.

Session 3
School ambassadors to feedback children's ideas from the policy section of their class sessions.
Children's ideas to be collated and fed into relevant parts of the policy.

Session 4
Draft policy to be shared with children to share where their views have been included. Children offered opportunity to feedback and adapt before presenting to governors.

Session 1 delivered to KS2 school ambassadors on 12th April 2021.
Session 1 delivered to KS1 school ambassadors on 19th April 2021.

Session 3 held with KS2 school ambassadors on 28th April 2021.
Session 3 held with KS2 school ambassadors on 5th May 2021.

KS2 school ambassadors were asked to take the key issues back to classes again for more detailed feedback.

## Feedback

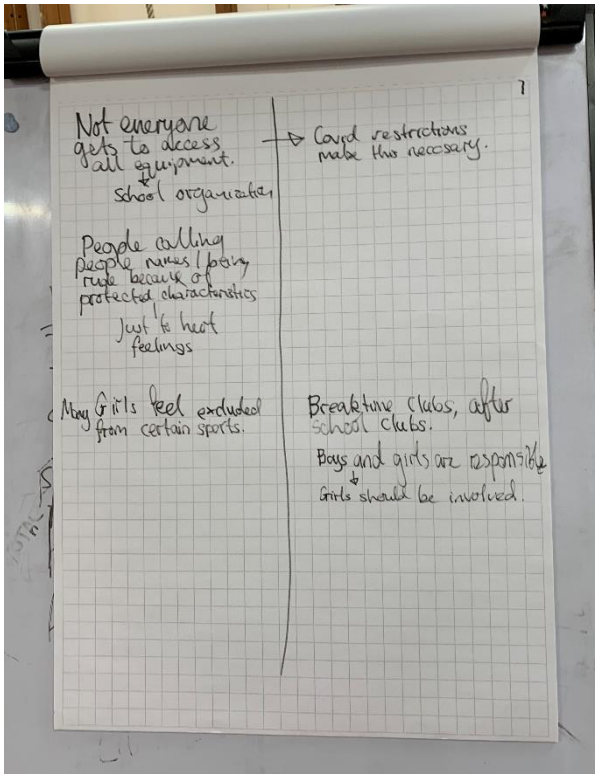
After the lesson had been delivered to all classes, the school ambassadors met to feed back the responses and discuss actions.

Key stage 2

In the initial session, the school ambassadors brought up concerns about children treating each other differently because of gender. The children could not think of other ways in which children are not treated equally. The school ambassadors discussed race, religion and age. They recognised that they learn a lot about other faiths so this makes sure that everyone is treated equally. They recognised that sometimes children do different activities due to age but this was in order to keep the children safe. **The children returned to gender as their central concern and commented particularly on access to sports and how children treat one another on the playground.**

The school ambassadors then ran the same session in class and allowed children to share their views.
**When feeding back to school ambassadors, the children were primarily concerned with boys' and girls' access to sports**. They felt that while girls were allowed to play football, the boys didn't treat them as if they should be allowed and assumed they didn't know the rules. They said that many of the girls in their classes were too nervous to play. The group decided that this was the responsibility of girls and boys to make sure that girls were confident enough to join in.

The children did state that they were aware of very few isolated incidents of children using names which discriminated because of race and religion. The children who identified these incidents claimed that the children involved chose specific terms to hurt the feelings of others and therefore felt it was important that we had shared that these were protected characteristics and that it is unacceptable to insult people because of these.

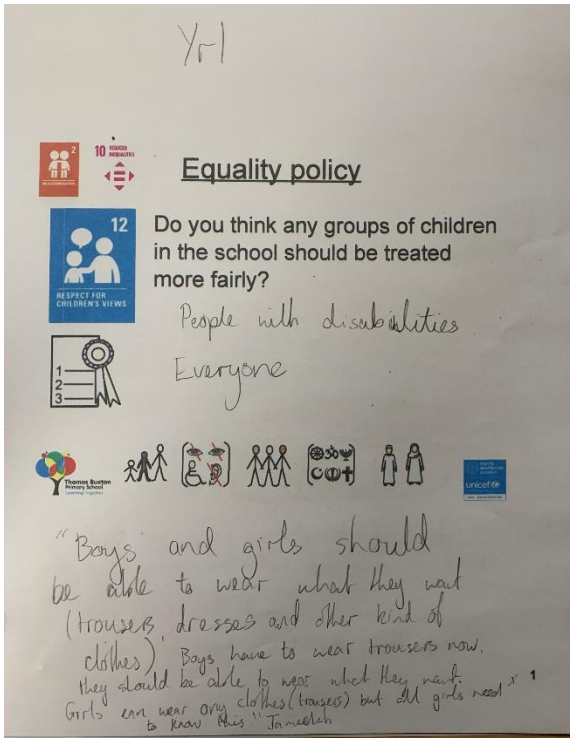


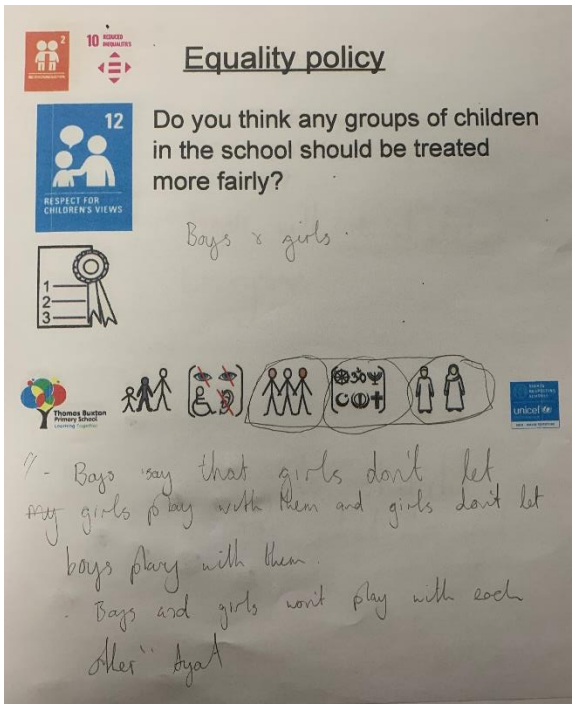

Key Stage 1

In Key Stage 1, the children initially stated that children with disabilities and boys and girls should be treated more fairly. They then discussed children with disabilities and identified ways in which children are supported, saying, "sometimes adults help out children when they need it." They also commented on children with allergies and said, "the school makes sure people know what we can and can't eat to keep us safe."

The children in Year 1 commented on uniform and said that children should be able to wear what they want and specifically that girls should be allowed to wear trousers. It was pointed out that girls can wear trousers but the children claimed that not all the children knew this.

**The children in Year 2 talked about relationships between boys and girls, saying that they didn't play together because they were boys and girls.**

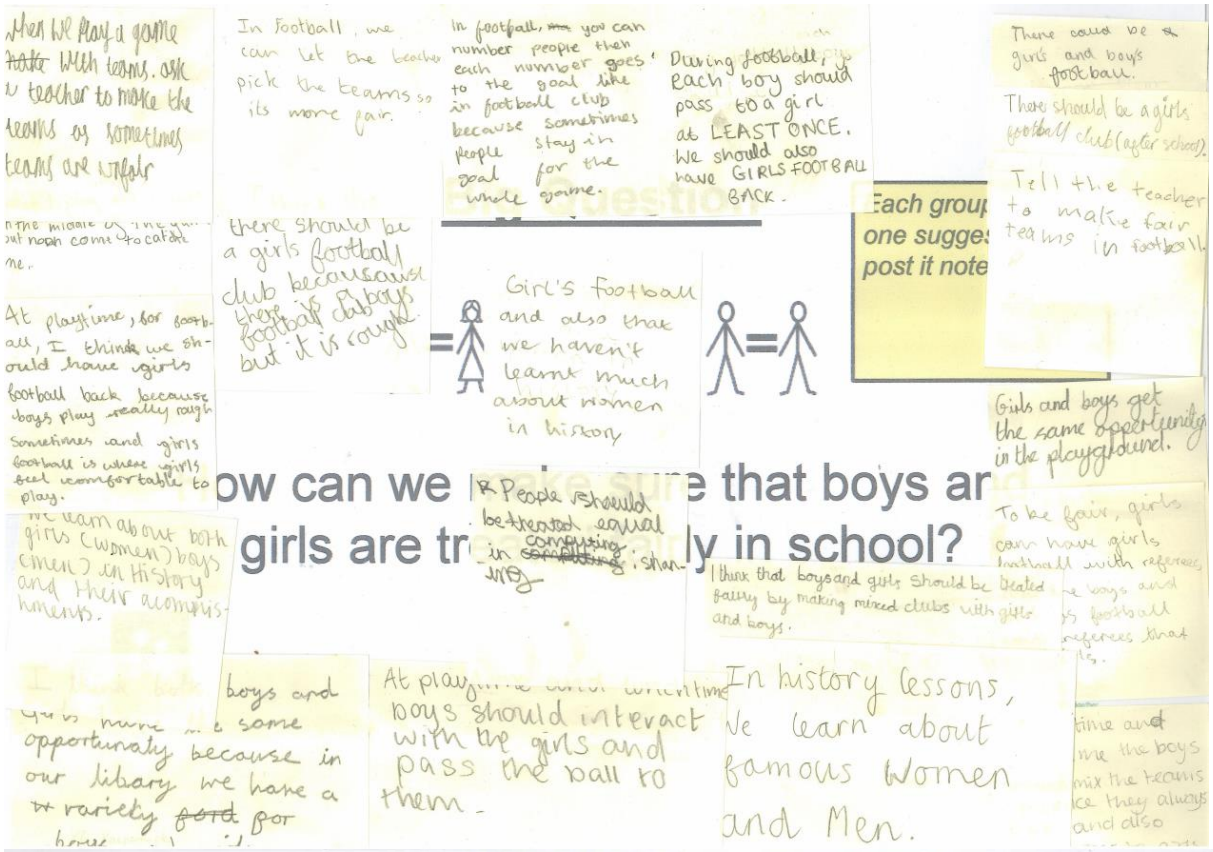


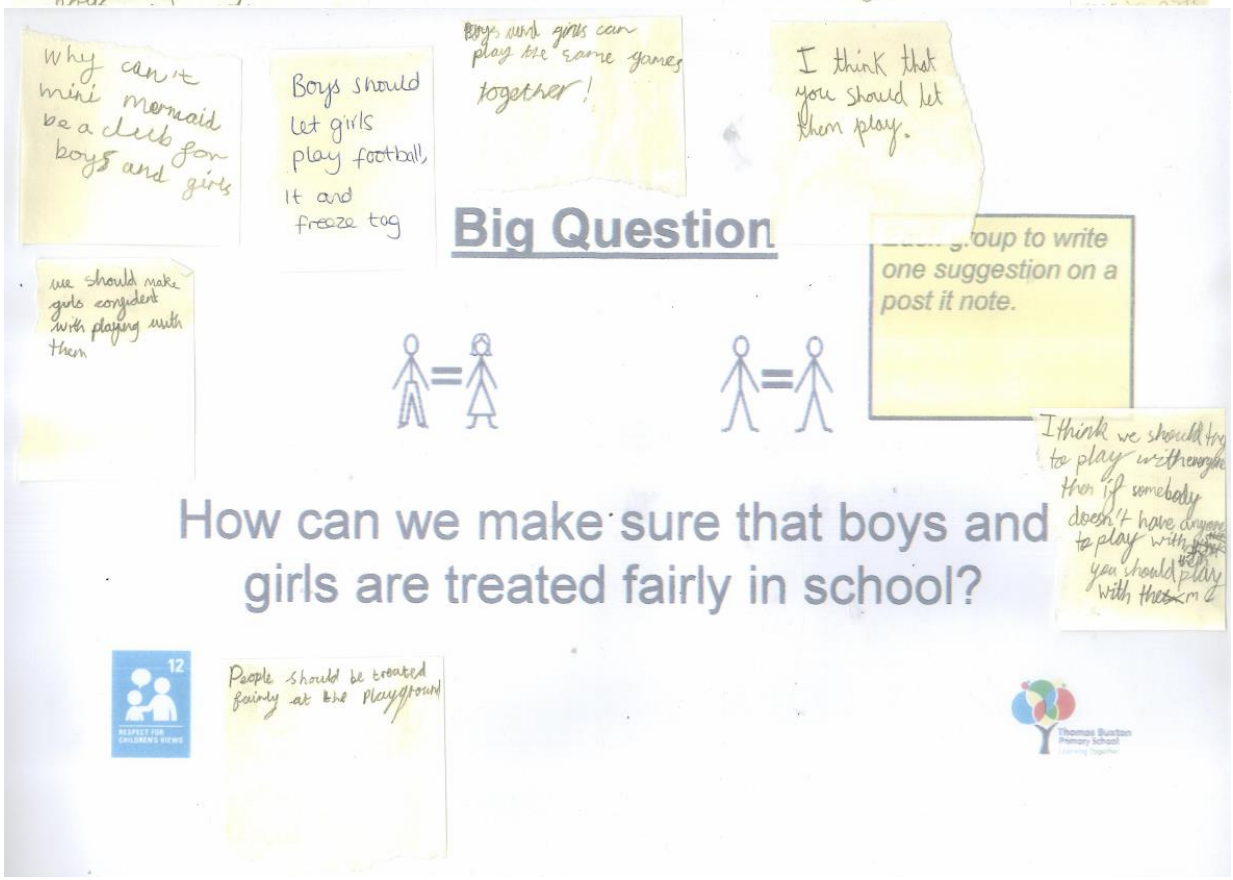



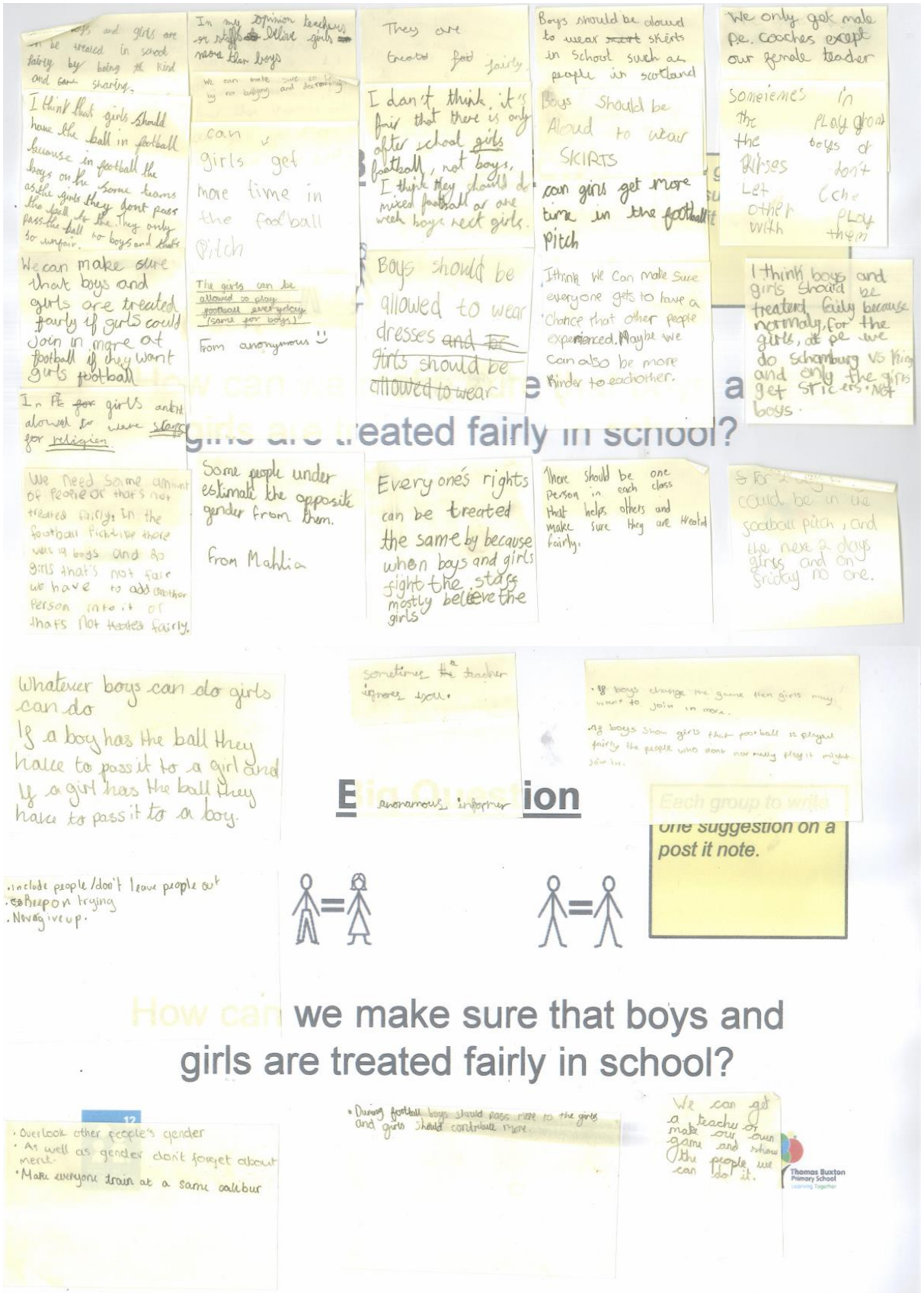

Based on the children's discussions, school ambassadors decided to ask a more focussed question and to collect responses.

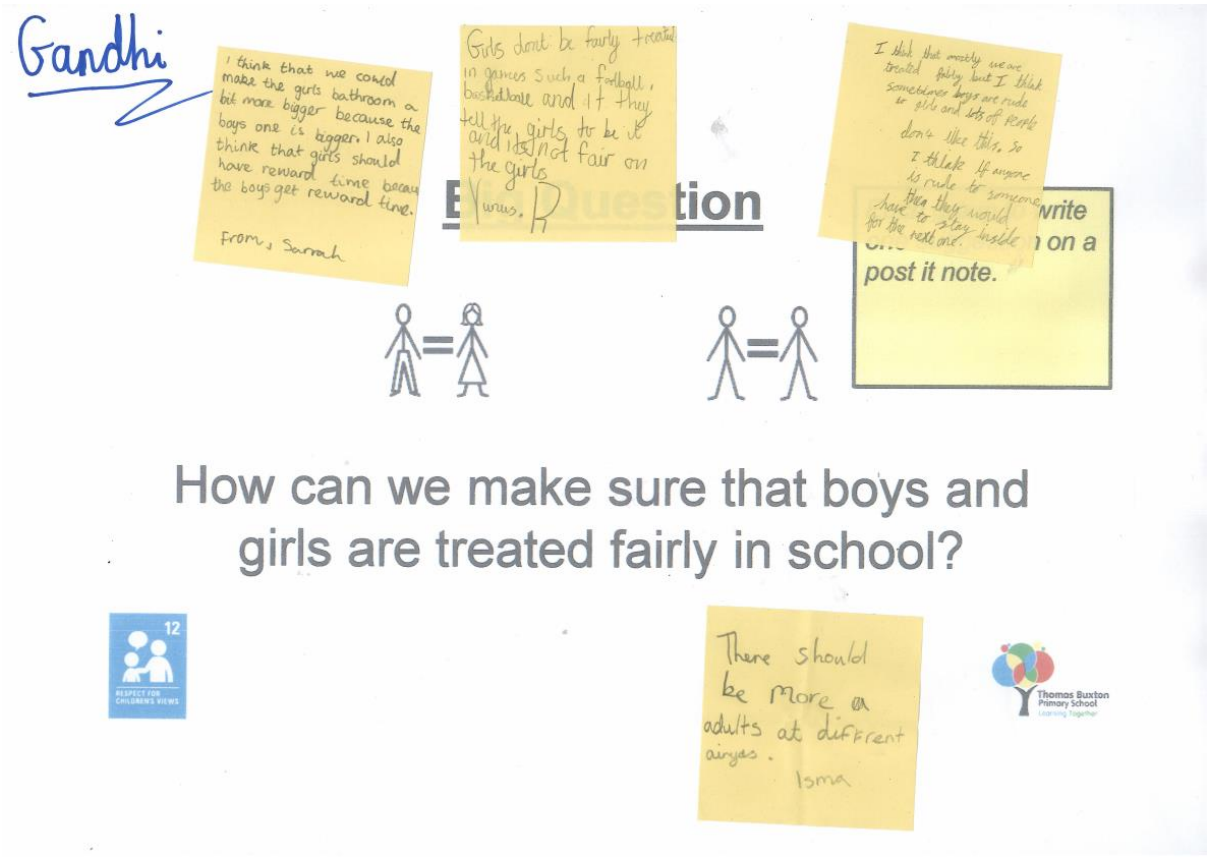
Some children expressed that they wanted a club similar to the Mini-mermaids sports club which is focussed on well being and confidence of girls. The school has started a club focussed on boys wellbeing in LKS2.

Many children raised questions about girls' football and have requested that girls' have a specific football timeslot. This is being discussed by SLT with a view to timetabling throughout the year, particularly in the older year groups.


When we play a game with teams, ask a teacher to make the teams as sometimes teams are unfair
In football, we can let the teacher pick the teams so its more fair.
In football, you can number people then each number goes to the goal like in football club because sometimes people stay in goal for the whole game.
During football, each boy should pass to a girl at LEAST ONCE. We should also have GIRLS FOOTBALL BACK.
There could be girls and boys football.
There should be a girls football club (after school).
Tell the teacher to make fair teams in football.
there should be a girls football club because sometimes football clubs boys but it is rough.
Girl's football and also that we haven't learnt much about women in history
Each group one sugges post it note
At playtime, for football, I think we should have girls football back because boys play really rough sometimes and girls football is where girls feel comfortable to play.
Girls and boys get the same opportunity in the playground.
ow can we girls are tr ly in school?
People should be treated equal
We learn about both girls (women) boys (men) in History and their acomplishments.
To be fair, girls can have girls football with referees
I think that boys and girls should be treated fairly by making mixed clubs with girls and boys.
boys and some opportunity because in our library we have a variety for
At playtime boys should interact with the girls and pass the ball to them.
In history lessons, we learn about famous Women and Men.


Why can't mini mermaid be a club for boys and girls
Boys should let girls play football, It and freeze tag
Boys and girls can play the same games together!
I think that you should let them play.
Big Question
group to write one suggestion on a post it note.
we should make girls confident with playing with them
I think we should try to play with everyone then if somebody doesn't have anyone to play with you should play with them
How can we make sure that boys and girls are treated fairly in school?
People should be treated fairly at the playground
RESPECT FOR CHILDREN'S VIEWS
Thomas Buxton Primary School


girls are treated fairly in school?
Whatever boys can do girls can do
If a boy has the ball they have to pass it to a girl and if a girl has the ball they have to pass it to a boy.
Big Question
Each group to write one suggestion on a post it note.
How can we make sure that boys and girls are treated fairly in school?
Thomas Buxton Primary School




## Summary

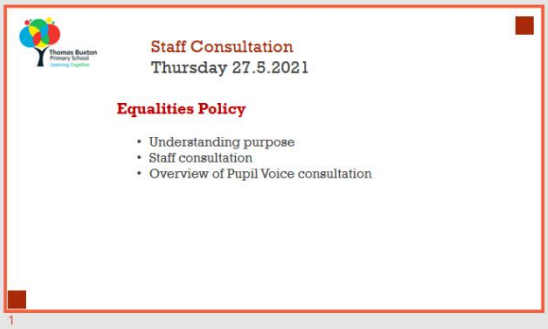
The children recognised many ways in which the school promote equality for all groups of children.

They were able to give specific examples of how the school promotes equality for different groups of people, specifically mentioning race, religion, age, disability and gender.

**Children have highlighted areas in which they perceive there to be difference in the treatment of children based on gender. Specifically, they have identified girls' access to sport as an area which they would like to see.**

## APPENDIX E: Staff Consultation

Teaching staff, Support Staff, Midday Meals Staff as well as the Admin team all participated in a Equalities consultation. Below are the slides which were used for the consultation. The objectives reflect the feedback provided by all the groups.

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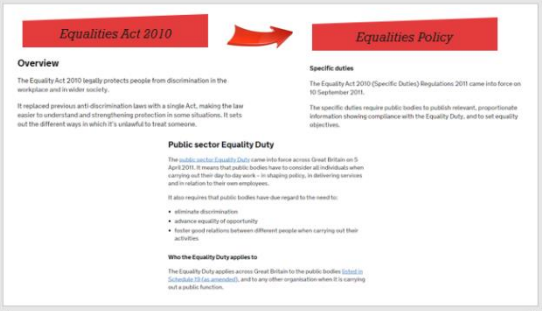


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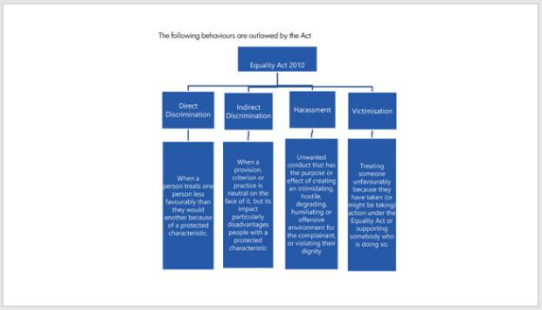


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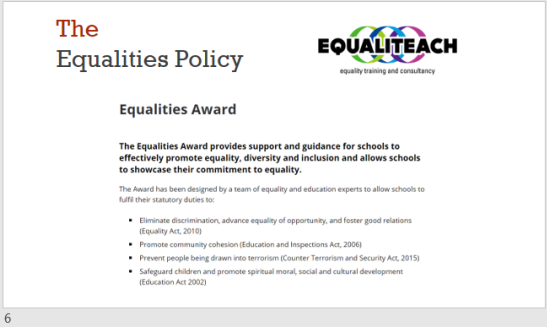


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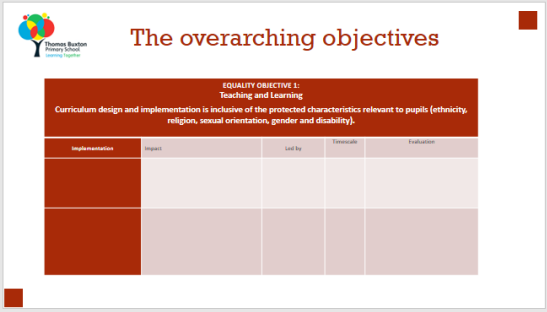


8

**EQUALITY OBJECTIVE 2:**
**The wider community is reflected in the composition of the staff, governors and volunteers.**

| Implementation | Impact | Led by | Timescale | Evaluation |
|---|---|---|---|---|
| 1. CPD | Opportunities to access training | | | |
| 1. Recruitment | Supports access from all groups to apply | | | |
| 1. Equalities monitoring | School community is reflected | | | |

9

**EQUALITY OBJECTIVE 3:**
**Leadership and Management – Outcomes:**
**The school is aware how pupils from different backgrounds are achieving and progressing in the school. Effective procedures are in place to reduce differences in outcomes for groups.**

| Implementation | Impact | Led by | Timescale | Evaluation |
|---|---|---|---|---|
| Data analysis of groups across school and over time | | | | |
| Intervention and support | | | | |

10

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learning together

## Discussion – 30min

Have a look at each of the three objectives (10 min per objective).

- How can you break the objective down?
- What would the sub-categories be?
- What do you think we need to focus on?

Record on the Google Doc for each phase.

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## Have more to say on the Equalities Policy?

Zinath, Claire, David Ash

Get involved in the Equaliteach Working Group

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## APPENDIX F: Parent consultation

All parents and carers were invited to a virtual consultation session. A google questionnaire was also sent out to all parents. The feedback has been integrated into the objectives.

Below is the template questionnaire.

# Equalities Consultation

We are in the process of reviewing our Equalities Policy.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity. Marriage and civil partnerships and age are also 'protected characteristics'. These apply to staff but not students in schools.

Please can you share your views below as part of this review process.

1. What does 'Equalities' mean to you?

Short-answer text

2. List two aspects of 'Equalities' you would like the school to work on.

Short-answer text

3. How do you propose that we work on these aspects of equality?

Long-answer text

4. Are there any aspects of the curriculum (teaching and learning) you would like the school to work on (in respect of Equalities)?

Long-answer text

5. Any other comments:

Long-answer text

## APPENDIX E:

## GLOSSARY OF TERMS

| | |
|---|---|
| Antisemitism | Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews.<br>Further information here. |
| Biphobia | Prejudice or negative attitudes, beliefs or views about bisexual people |
| Cisgender | Someone whose gender identity is the same as the sex they were assigned at birth. |
| Disability | A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities |
| Discrimination | This can be direct: When someone is treated less favourably than another person or other people because:<br>• they have a protected characteristic<br>• someone thinks they have that protected characteristic (discrimination by perception)<br>• they are connected to someone with that protected characteristic (discrimination by association)<br>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic |
| Gender identity | Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex. |
| Gender reassignment | If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. |
| Harassment | Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic. |
| Homophobia | Prejudice or negative attitudes, beliefs or views about lesbian, or gay people |
| Islamophobia | Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.<br>Further information here. |
| Prejudice-related incident | Any incident which is perceived to be prejudice-related by the victim or any other person. |
| Race and ethnicity | Includes skin colour, nationality and ethnic or national origins. |
| Racism | Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin |
| Reasonable adjustments | Taking reasonable steps to remove disadvantages faced by disabled people by:<br>• changing provisions, criteria or practices<br>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature<br>• providing auxiliary aids |
| Religion or belief | Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. |

| | |
|---|---|
| | We include people who have no religion or a lack of belief. |
| Sex | Whether someone is male, female or intersex |
| Sexism | Prejudice or negative attitudes, beliefs or views about someone based on their sex |
| Sexual orientation | Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual |
| Transgender | An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth. |
| Transphobia | Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity |
| Victimisation | Treating someone badly because they are:<br><br>• making a claim or complaint of discrimination<br>• helping someone else to make a claim by giving evidence or information<br><br>Or because they intend to do so. |