



QUEEN VICTORIA PRIMARY SCHOOL

Government Statutory Policy

SINGLE EQUALITY STATEMENT

Policy Number:	GS25
Policy Date:	October 2022
Review Date:	October 2023
Signed by Chair of Governors	<i>Hf Ward</i>
Dated:	<i>19/10/22</i>
Ratified	Full Governing Body – 19 th October 2022

SINGLE EQUALITY POLICY

UNCRC Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

UNCRC Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

UNCRC Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

UNCRC Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

1.0 INTRODUCTION

- 1.1 The Single Equality Policy brings together all previous policies, schemes and action plans around equality, including those that we had previously for race, gender and disability.
- 1.2 It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which may be discriminated against.
- 1.3 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.
- 1.4 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 school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.
- 1.5 The Equality Policy is inclusive and takes account the views of pupils, staff, parents/carers, governors, community members and partner agencies.

2.0 OUR SCHOOL WITHIN THE WIDER CONTEXT

- 2.1 The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.
- 2.2 The school is socially diverse.

2.3 78% of pupils at the school come from a White British background.

2.4 There are 14 different first languages spoken.

Akan/Twi Fante	1
Albanian/Shqip	1
Edo/Bini	1
English	513
French	1
Hindi	2
Italian	1
Other	2
Panjabi	2
Panjabi (other)	1
Romanian	2
Tamil	2
Ukrainian	1
Urdu	3
Yoruba	2
96% English 4% Other	

(based upon the October 2022 census).

2.5 There are high levels of deprivation in the ward. The health authority identifies various indicators of health inequalities in the locality including low birth weight, higher than normal infant mortality and poor nutrition. Based on the Pupil Premium Allocation: 2020/2021 was 30.1% and 2021/2022 was 39%, 2022/2023 is 38% *(based upon the October 2022 census).*

2.9 As at November 2020 29.7% have registered their entitlement for free school meals. Not all families who claim income support take up their entitlement to free school meals.

2.10 Queen Victoria has identified the following vulnerable groups:

- pupils entitled to free school meals,
- pupils who have special educational needs,
- looked after pupils,
- refugee pupils,
- some pupils for whom English is an additional language.
- Pupils whose families have accessed multi agencies for example Early Help, Social Services.

3.0 AIMS

- 3.1 To promote equality of access and opportunity within our school and within our wider community.
- 3.2 To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- 3.3 To listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.
- 3.4 To ensure that equality and inclusive practice are embedded across all aspects of school life.

4.0 OUR APPROACH

- 4.1 We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.
- 4.2 The UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes, underpins our practice. Issues relating to adults within the school community can also be embraced under these themes and reflected in the action plan.
- 4.3 We actively seek out opportunities to embrace the following key concepts:
 - **Shared Humanity** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
 - **Valuing Difference and Diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
 - **Interdependence, Interaction and Influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
 - **Social Cohesion Within our School and Within our Local Community.** We promote community cohesion and are involved with community projects.
 - **Excellence.** We 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 provide opportunities to explore and value the complexity of our personal and cultural identities.
 - **Fairness and Social Justice.** We develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

5.0 OUR VISION STATEMENT

- 5.1 Queen Victoria Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.
- 5.2 We recognise that there are similarities and differences between individuals and groups. We strive to ensure that our differences do not become barriers to participation, access and learning. We endeavour 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.
- 5.3 We build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

6.0 OUR DUTIES

- 6.1 We recognise and accept our equality duties as set out in the Equality Act 2010 and we seek to involve the whole school community in the process in order to ensure better outcomes for all.
- 6.2 We are guided by the United Nations Convention on the Rights of the Child.
- 6.3 We ensure that we identify opportunities to promote our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

7.0 THE ROLES AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

7.1 The Head Teacher will:

- ensure that staff, parents/carers, pupils, governors and visitors are engaged in the development of and are 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.

7.2 The 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 Head Teacher in implementing any actions necessary,
- engage with parents and partner agencies about the policy,
- evaluate and review the policy annually and the objectives every 4 years.

7.3 The 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 Head Teacher, provide advice and support in dealing with any incidents or issues,
- assist in implementing reviews of this policy as detailed in the SIP

7.4 The pupils will:

- be involved in the development of the policy and will understand how it relates to them, in a form appropriate to their age and ability,
- be expected to act in accordance with the policy,
- be encouraged to actively support the policy.

7.5 The 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.

7.6 The 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.

7.7 Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the policy,
- be encouraged to support the policy,
- be encouraged to attend any relevant meetings and activities related to the policy.

8.0 THE RIGHTS OF EVERY CHILD

- 8.1 Every pupil learns to respect each other's rights in line with the UNHCR Rights of the Child.
- 8.2 Teachers respect the rights of each child. Rights Respecting language is universal and is encouraged both in the classroom (linked to the curriculum) and outside.
- 8.3 We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

9.0 RESPONDING TO HATE AND PREJUDICE-BASED INCIDENTS AND BULLYING

- 9.1 We recognise that hate incidents or prejudice –based bullying behaviour are 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, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.
- 9.2 We recognise that 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.
- 9.3 Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the complexities in order to prevent and respond to incidents and situations.
- 9.4 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.

10.0 EQUALITY OBJECTIVES

- 10.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives.
- 10.2 Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

10.3 We will regularly review the progress we are making to meet our equality objectives.

10.4 Equality objectives 2020 – 2024:

- To promote pupils spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity.
- To diminish the difference between PP children and non-PP children by the end of KS2.

11.0 IMPLEMENTATION, MONITORING AND REVIEWING

11.1 The 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 along with specific and measurable objectives.

11.2 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.

12.0 REVIEW

Date of Next Review: October 2023.

Designated Officer: Mrs K Walker

13.0 GDPR – PERSONAL DATA

This policy is collecting personal data and accordingly adheres to the principles of data protection law. Further information on the lawful basis of using personal data can be found in the school's privacy notices. The personal data obtained will also be managed in line with the school's data retention policy. For further information please refer to the schools data protection policy."