



## Orchard Primary School Equality Policy

*"And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned." Noble Qur'an (30:22)*

*'O People! Verily We have created you from a man and woman and we made you into various tribes and creeds for the purpose of mutual recognition (not discrimination and racial pride). Verily the most prestigious and honoured amongst you is he who fears Allah Taāla most. Verily Allah Taāla is all Knowing. All Aware' (Surah 49 Vs. 13)*

Hadith of Muhammed (Sallallaahu Ālayhi Wasallam):

*'No Arab holds greater esteem over a non-Arab; nor a black person over a red person; except on the grounds of the one having greater Taqwa than the other.'* (Tirmidhi)

### Why we have developed this Equality Policy

The school is fully committed to promoting equality in line with the teachings of Islam (Quran and Sunnah).

This Equality Policy for Orchard 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 any individuals within our community. We are further 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.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and partner agencies.

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

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between groups

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

### Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

### School profile (Jan 2012)

#### Information about pupils

Total number of pupils on the school roll

173

#### Religious affiliation

The school is a VA Muslim school and all pupils at present are Muslim.

#### Gender

Boys – 51%      Girls – 49%

## EAL

93% of pupils have English as an additional language

### Languages

First language / mother tongue	Percentage of pupils
Somali	43%
Arabic	17%
Urdu	9%
English	7%
Turkish	2%
Bengali	2%
Tigriniya	2%
French	1%
Swahili	1%
Spanish	0.6%
Polish	0.6%
Yoruba	0.6%

## Ethnicity

100% of pupils are from minority ethnic groups

Ethnicity	Percentage of pupils
Somali	43%
Arab	13%
Pakistani	9%
Other mixed background	6%
Other black African	5%
Black Caribbean	4%
Turkish	3%
Bangladeshi	2%
Indian	1%
White other	1%
Black - Nigerian	0.6%
Egyptian	0.6%
Portuguese	0.6%
Asian and any other ethnic group	0.6%
Black and any other ethnic group	0.6%

## Eligibility for Free School Meals

47% of pupils are eligible

## SEN

Percentage of pupils with statements of special educational needs: 1.2%

Percentage SEN pupils (non-statemented) – 26%

Categories of primary need for pupils with statements or at School Action Plus

SEN need type	Number of pupils
Specific Learning Difficulty	2
Moderate Learning Difficulty	7
Behaviour, Emotional and Social Difficulty	2
Speech, Language and Communication Difficulty	8

Physical disability	1
Autistic Spectrum Disorder	1
SEN group - gender split	
Boys	65%
Girls	35%

Raise Online data (2011) provides further information about the profile of the school

1) High deprivation indicator (school = 0.4, National = 0.23)

2) Pupil attendance

The school has good overall pupil attendance compared to that seen nationally and low absence rates and persistent absenteeism compared to schools with a similar level of eligibility for free school meals. Having good and improving levels of pupil attendance is something that staff give high importance as it has a direct impact on educational outcomes. Staff monitor vulnerable groups for their attendance levels and

### Information about staff

Data is taken from the Workforce census (November 2011). There are 32 members of staff in school. Of these, 9 are men. Staff members are from a variety of faiths and backgrounds.

Ethnicity	Number of staff
ABAN	2
AIND	1
AOTH	2
APKN	18
BAFR	2
BCRB	1
WBRI	4
WOTH	2
<b>TOTAL</b>	<b>32</b>

Staff appointments are made with due regard to Equality legislation.

### Overall aims of our Equality Policy

- 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 people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

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<sup>1</sup>.

### 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:**

<sup>1</sup> <http://www.unicef.org/crc/>

- 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
- 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

### **Our mission statement**

*Orchard Primary School:*

- ❖ *has Islamic values at its heart*
- ❖ *is a place where every child matters*
- ❖ *is dedicated to the spiritual, academic and social development of its pupils*
- ❖ *is committed to a rich curriculum and strong community partnerships*
- ❖ *is building a firm foundation of Emaan for the pleasure of Allah and to promote lifelong learning*

### **Our vision statement about Equality**

Orchard Primary School seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

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. We are committed to creating 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 aim to build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and aim to involve the whole school community in the process in order to ensure better outcomes for all.<sup>2</sup>

They are also guided by the United Nations Convention on the Rights of the Child<sup>3</sup>.

**We aim to 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:**

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<sup>2</sup> See *Appendix A* for further information about legislation

<sup>3</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents 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 or school visits
- School sports
- Employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Headteacher will:

- Ensure that governors, staff, parents/carers, pupils/students 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

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 (SIP)
- Support the headteacher 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

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing the Equality 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 Equality Policy and will understand how it relates to them, appropriate to age and ability
- 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 Equality Policy
- Have access to the policy through a range of different formats 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 Equality Policy
- Be fully aware of the policy and how it relates to them
- Understand that this is a whole school issue and support the policy
- Identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Equality Policy
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

### **How we develop our equalities policy and practice - participation and involvement**

We aim to involve the whole of our school community and listen 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
  - Through our PSHE curriculum
  - whole class, group and one-to-one discussions about their learning and progress
  - Assemblies
  - School council meetings
  - Specific curriculum events e.g. Anti-bullying week, Charity Week
  - Educational visits e.g. visit to local church school and the link church
- Our staff
  - Regular staff meetings and INSET days
  - Questionnaires
  - Informal discussions
  - Curriculum planning meetings
  - Performance management meetings
  - Induction events for new staff
  - Exit questionnaires for staff who are leaving
- Our school governors
  - Termly full GB and committee meetings
  - GB day visit events
  - Governors accompanying pupils on visits
  - Equalities Governor carrying out classroom visits
- Parents/carers
  - Informal communication (e.g. in the playground at home time)
  - Newsletters
  - Termly parent conference meetings
  - PTA meetings
  - Curriculum focus meetings and workshops
  - Questionnaires

- Feedback from visitors
  - Discussions with external agencies
  - The school encourages visitors to complete a short questionnaire for feedback

## **How we developed our Policy - Using information**

We have used data and other information about our school (e.g. School's own termly data analysis reports on the progress of groups and individuals, Raise Online report, School profile reports produced annually by Lambeth Research and Statistics Department, FFT data) and Equality analysis as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). It is to help us ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We have taken a step-by-step approach to equality analysis as set out below:

### **1) Identifying who is responsible for the equality analysis**

Equality analysis is an integral part of policy development. We integrate it into day-to-day policy-making, business planning and other governance and corporate decision-making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support

### **2) Establishing relevance to equality**

We ensure that all of our policies and practices, **both current and proposed**, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

### **3) Scoping our equality analysis**

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis.

Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

### **4) Analysing our equality information**

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

### **Example**

We can have a positive impact on closing the gender pay gap by helping girls and boys consider non-traditional career choices.

### **5) Monitoring and review**

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could

become apparent. **Equality analysis is an ongoing process that does not end once a policy has been agreed or implemented.**

## **6) Decision-making and publication**

Equality analysis is an ongoing process which follows the policy development and review cycle. Nevertheless, there is a stage prior to policy adoption where the equality analysis is considered 'complete' in the sense that it is sufficiently robust and detailed to properly inform decision-making. At this stage a senior member of staff signs off the analysis, including how it has been used to inform the policy and support decision-making.

The Local Authority provides us with a range of information which support the equality agenda and helps us to identify our strengths and those areas requiring action.

E.g. Lambeth Research and Statistics, Strategic Planning and Performance, Schools Education Improvement Service, Health Partners.

We have established good links with our local and our wider community. We welcome them 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**

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, transfers, 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<sup>4</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

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<sup>4</sup> Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.



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.

We have disabled access, a disabled toilet. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our pupils.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

### **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, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

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

We record all hate incidents and prejudice based bullying. We 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.

### **Implementation, monitoring and reviewing**

This Policy will be implemented from April 2012. It will be actively promoted and disseminated, through our newsletter and website.

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.

### **Equality Objectives**

Using the views of pupils, parents, staff, governors and community and equality 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 4 years.

## ORCHARD SCHOOL EQUALITY OBJECTIVES: 2012 - 2015

Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who?	Dates	progress
All aims of duty	All protected characteristics	To increase pupil and staff awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights (positioned in the context of the school ethos), how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Reflect this objective in the PSHE, Islamic Studies curricula and enhance the current annual assemblies cycle Organise Equalities briefing / training session for new staff as part of their induction.	CTs, SLT	Sept 2012 – Sept 2013  Annual	
All aims of duty	All protected characteristics	To ensure all pupil groups reach their full potential	Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups: Gender Special Needs Free School Meals Ethnic minority	Continue to monitor and evaluate key data (e.g. attainment, progress, attendance, exclusions, racist incidents) and then break this down for key groups  Use this data to identify any groups that are in need of targeted support, reflect this in action planning  Staff to be fully aware of the different pupil groups in their class – provide teachers with class profile info at the beginning of each year Monitor attainment and achievement of key pupil groups in their class (as part of termly progress reviews)  Pupil Premium spending – plan and deliver initiatives based on needs of FSM pupils (supporting those that are in need of support to make good/better rates of progress)	SLT & CTs  SLT and GB  SLT CTa  SLT	Termly, annual  Annual  Annual	
Eliminate unlawful discrimination, harassment and victimisation  Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Improved data collection and analysis on staffing issues	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with local authority guidance  Encourage applications from Somali candidates for staff vacancies (largest ethnic group in school)	SLT and GB	Ongoing	
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability			All those with specific race, faith, cultural and health needs	Regular meetings with School meals provider and liaison for menu information  Investigate options for providing halal meat on the meals menu	SLT and SAO  HT, SAO and GB	Ongoing	

## **Appendix A 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:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://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.

## **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.

