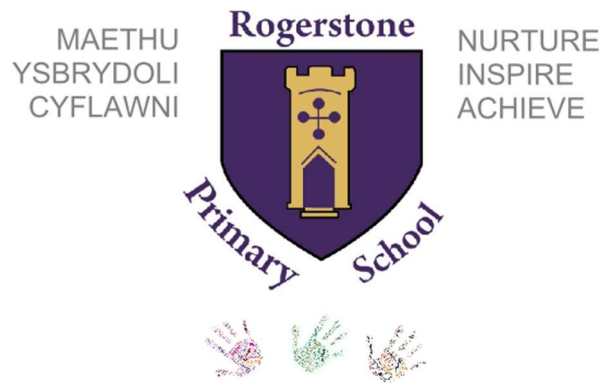


Rogerstone Primary School

Strategic Equality Policy 2020 - 2024



Our vision **Nurture, Inspire, Achieve**

To achieve our vision statement we will ensure a safe, secure, happy learning environment, that provides a variety of opportunities for all, making learning fun, that will allow every child to develop life long skills for the future and to reach their full potential.

Our Aims

- To ensure all pupils of all abilities and backgrounds achieve their full potential.
- To establish and maintain a caring and inclusive ethos, with the wellbeing of all a priority.
- To support all our learners in becoming ambitious, capable learners who are ready to learn throughout their lives.
- To enable our children to be enterprising, creative contributors who are ready to play a full part in their education, life and work.
- To support all children to become ethical, informed citizens who are ready to become citizens of Wales and the world, and who have respect for each other.
- To ensure children develop into healthy, confident individuals who are ready to lead fulfilling lives as valued members of our society.

To achieve our aims we will:

- Listen to our children and provide opportunities for pupil participation in school life
- Provide a stimulating, caring and safe environment, both inside and out
- Provide a versatile curriculum, that is challenging, creative and highly stimulating
- Equip our children with 'Learning Assets' : collaborating, researching, communicating, self-managing and thinking. These skills and dispositions will act as important assets to them as learners across the curriculum, in school and beyond.
- Ensure a relevant 'Pupil Offer' of experiences and opportunities that is unique to the needs of our learners and learning community.
- Provide an open door policy for parents and carers
- Provide high quality, caring, well trained staff
- Provide opportunities for pupils to work confidently, both independently and collaboratively
- Provide consistent and fair positive behaviour management strategies to ensure a calm working and learning environment
- Provide appropriate and good quality resources to aid teaching
- Provide strong, effective management and leadership
- Celebrate our learners' successes with our enthusiasm and smiles!

Introduction

Rogerstone is a larger than average Primary School that serves an area of Newport that is neither socially advantaged nor disadvantaged. Following a fire in 2003 which totally destroyed the school the school moved into its present purpose built school in September 2006. The school stands in grounds some two miles from the city centre in Newport

Rogerstone Primary School is a two form entry school
Rogerstone Primary School is funded by the local authority.

This is the school's third Strategic Equalities Policy (SEP). This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

1 Equality vision and equality objectives

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives have been included as an initiative or action in the School's Action Plans.

To choose objectives for Rogerstone Primary School we:

- Reviewed our previous objectives with staff
- Reflected on the needs of our pupils and the wider community.
- Discussed equality issues at school council
- Talked to Children / young people
- Approved at Governors

These are the equality objectives we chose.

Learn Well

Understanding Diversity within our community and beyond

The school will provide opportunities to explore equality and diversity within the curriculum throughout the year, using texts and activities which explore both historical and present day local, national and international equality, diversity and community issues. Through this it will develop an ethos of acceptance and tolerance to different beliefs and cultures and will explore varied home and family lives.

Leadership, Governance and Involvement

Pupil voice

The school will support its range of 'pupil voice groups' including the overarching pupil participation group, which focus on shared rights and responsibilities, encouraging equity of involvement across **all** groups of learners. It will ensure that all learners, both verbal and non verbal, are listened to and have their 'voice' and thoughts heard.

Learn Well

Groups of learners

This school will ensure that effective support and interventions are in place to reduce gaps in attendance, wellbeing and attainment for identified groups of learners.

Community Cohesion

Community Links

The school will develop stronger community links and enrich the curriculum by: engaging with local community groups and individuals both in and out of school e.g. male voice choir, making use of local amenities for school visits e.g. canal centre, working with local businesses and professionals to support the curriculum and sharing our pupils' skills and enthusiasm with the local community e.g. choir singing in Care home.

The following policy sets out our equality commitments. Actions related to our Equality objectives are included in the School Improvement Plan and the Strategic Equality Policy will be evaluated through the School Improvement Plan and School Self Evaluation.

2 School strategies and equalities

Implementing the Strategic Equality Policy is integrated within the school ethos and woven through the School Improvement Plan. Equalities implications will be appropriately identified within the school improvement plan. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Policy will be reviewed within 4 years of setting the equality objectives in Jan 2021.

3 The national equality agenda

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

4 Pupils

4.1 A school for everyone

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- And the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and

homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 How we deliver equality

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 What support can you expect?

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

4.5 Communication

The school will communicate with people in a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. In Newport schools we also use Sign along. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent

Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, the school will train staff in deaf equality and BSL skills. We will identify the staff members who have relevant communication skills to make it easy for pupils, visitors, parents and carers.

4.6 Curriculum, resources and involvement

We will ensure that we maintain equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people in examining their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

4.7 Buying goods and services and working in partnership

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- Whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Policy. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

4.8 Engagement

The school consults and involves all the school's stakeholders on matters that concern them, including this Policy and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

4.9 Training

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, and partnerships and twinning work etc.

4.10 Complaints and comments

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active in protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with

partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6 Performance/ standards - how we deliver the policy

6.1 Leadership and Management

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Head teacher, the Governing Body will ensure that this Policy is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr S Rayer (Head teacher] and Mrs M Dunn (DHT). The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register (Equality Incident Register). The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Policy.

6.2 Taking decisions and Equality Impact Assessments

The school uses two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

6.3 Performance

The school evaluates Equality through the self-evaluation process. Performance in relation to the specific equality actions within the School Improvement Plan and our

Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

6.4 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand in the Governors report to Parents.

For pupils and school performance we will be publishing information on:

- Composition broken down by types of disability and additional learning needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints

We will be sensitive in producing information. We realise that if the data group is very small then a breakdown of that data will not give us any useful information. No data will be published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences

7 Employment

7.1 Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We refer to / and have adopted Newport City Council's Human Resources Policies.

7.2 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.3 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

7.4 Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

7.5 Positive about disabled people

The school is committed to the two ticks -'Positive about disabled' people initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

Current Staff and Learners Data January 2021

Gender split among learners and staff

	Learners (%)	Staff (%)
Female	256 (49%)	62 (87%)
Male	266 (51%)	9 (13%)
Unknown	-	
Total	522	71

Ethnicity split among learners and staff

	2011 Census		
Ethnic Origin	Newport %	Learners %	Staff (%)
Total Asian	5.4	1 (0.2%)	0
Total Black	1.7	16 (3.1%)	0
Total Other	1.0	24 (4.6%)	0
Total Mixed	1.9	25 (4.8%)	1 (1.4%)
Total White	89.9	455 (87.2%)	70 (98.6%)
Total Unknown	0.1	1 (0.2%)	0
Total	100	522	71

ALN learners

	Learners (%)
Male	109 (69%)
Female	50 (31%)
Total	159

Free School Meals

	Learners (%)
Male	38 (54%)
Female	33 (46%)
Total	71

Equality Objectives and Actions

Equality Objective 1			
Learn Well			
Understanding Diversity within our community and beyond			
The school will provide opportunities to explore equality and diversity within the curriculum throughout the year, using texts and activities which explore both historical and present day local, national and international equality, diversity and community issues. Through this it will develop an ethos of acceptance and tolerance to different beliefs and cultures and will explore varied home and family lives.			
Engagement: Due to COVID, objectives were discussed and agreed with staff			
Actions		Responsibility	Deadline
1	All staff and pupils aware of the equality objectives	SLT	Mar 21
2	AoLE leads encourage exploration of equality and diversity	AoLE leads	May 21
3	Through identified 'Why', learners will have opportunities and experiences which develop a deeper understanding of diversity and equality	SLT / Teachers / TAs	Ongoing
4	Planning and experiences will enable learners to discuss diversity, different cultures and beliefs	Teachers	Ongoing
5	Planning and experiences will enable learners to develop an understanding of the diversity of home and family lives	HT	Ongoing
6	Assembly opportunities	staff	Ongoing

Equality Objective 2			
Leadership, Governance and Involvement			
Pupil voice			
The school will support its range of 'pupil voice groups' including the overarching pupil participation group, which focus on shared rights and responsibilities, encouraging equity of involvement across all groups of learners. It will ensure that all learners, both verbal and non verbal, are listened to and have their 'voice' and thoughts heard.			
Engagement: Due to COVID, objectives were discussed and agreed with staff			
Actions		Responsibility	Deadline
1	Discuss new objectives with PPG and SC	<u>AW</u>	<u>Summ 21</u>
2	PPG / SC deliver assembly to share objectives and discuss meaning and what it will look like at Rogerstone	<u>AW</u>	<u>Summ 21</u>
3	LRB staff engage with objectives and ensure pupils are able to communicate their ideas and opinions in a way that ensures their voice is heard	<u>CL / LRB</u>	<u>Ongoing</u>
4	Access to all groups, ideas and learning monitored for equity of access of identified groups of learners	<u>DHT</u>	<u>Sept 21</u>

Equality Objective 3			
Learn Well			
Groups of learners			
This school will ensure that effective support and interventions are in place to reduce gaps in attendance, wellbeing and attainment for identified groups of learners.			
Engagement: Due to COVID, objectives were discussed and agreed with staff			
Actions		Responsibility	Deadline
1	Pupils identified through teacher assessments and other assessment tools	DHT / teachers	
2	Big picture regularly reviews in discussion with intervention team and teachers	DHT / interventions / Teachers	
3	Groups of learners monitored to ensure effective support and interventions, including supporting families	DHT / teachers / families	

Equality Objective 4			
Community Cohesion			
Community Links			
The school will develop stronger community links and enrich the curriculum by: engaging with local community groups and individuals both in and out of school e.g. male voice choir, making use of local amenities for school visits e.g. canal centre, working with local businesses and professionals to support the curriculum and sharing our pupils' skills and enthusiasm with the local community e.g. choir singing in Care home. ^e			
Engagement: Due to COVID, objectives were discussed and agreed with staff			
Actions		Responsibility	Deadline
1	AoLE leads explore opportunities to develop community links and record resource for all staff from Rogerstone / Newport / Cardiff / Wales etc	AoLE leads	June 21
2	Community links/ opportunities to be shared with teachers	AoLE lead	Sept 21
3	Records of community links celebrated / shared	Teachers	Ongoing