

Gillespie Primary School



Equalities Policy June 2023

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Equalities Policy

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At Gillespie School, we believe that everyone in our community can grow to be a highly motivated lifelong learner. We provide a safe and vibrant environment where children and adults thrive on challenging and creative learning experiences. We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Every Child Matters at Gillespie Primary School, whatever their race, sex, gender identification, special need or disability and shall have an equal opportunity to learn and to achieve to the best of their ability.

All children shall have the right to be respected and to be valued.

We will not tolerate any racist, sexist, homophobic or xenophobic behaviour, or any behaviour that discriminates in any way against an individual or group. This is unacceptable in our school community and will always be challenged.

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This policy document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This policy also takes account of Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Vision and values

Our Equalities policy is supported by the school's vision statement and the values which give us purpose, direction and meaning in everything we do. We tackle discrimination and promote equality and good relationships across all areas of school activity & decision making.

This policy links to all safeguarding policies, SEN, and school curriculum and learning policies which can be accessed on the Gillespie School Website:

www.gillespie.islington.sch.uk

Statement of commitment

Every adult who works or volunteers at Gillespie Primary School individually and collectively is committed to promoting equality, good relationships and will not tolerate any unlawful discrimination. We always promote equality of opportunities for children and for each other.

It is the responsibility of Governors, Head teacher, all staff, pupils, parents and visitors to the school to work together to positively promote equality and good relationships and eliminate discrimination ensuring that this policy is in practise every day.

We do this by:

- Teaching a broad and balanced curriculum that reflects the diversity of our pupils, their families and communities.
- Monitoring pupils' personal development, attainment & progress individually and anonymously by gender as well as by ethnicity, language & ability/disability.
- Ensuring that admissions, attendance, discipline & exclusion processes are fair & equitable to pupils from all ethnic, ability and gender groups.
- Listening to children and involving them in matters that reflect and promote equality, including in decision making, where appropriate.
- Working in partnership with parents and the wider community to establish and promote equality, disseminate good practice and tackle discrimination. We involve parents in their child's education & in the life of the school. We monitor the views of all members of the school community. Views of parents, the wider community, staff & children will inform planning & decision-making.
- Having recruitment & selection procedures that are consistent with The Equality Act 2010.
- Training & professional development for all staff to enable them to be confident about equality issues.

Please see list of related policies in Appendix 2 at the end of this policy

Equality means giving everyone the same chances no matter how different they are. It also means sometimes giving some people extra help. This includes groups with **protected characteristics** including:

Age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

We have clear processes to deal with incidents following procedures in our behaviour and anti-bullying policies.

We have developed a curriculum and plan an education journey for all children as they progress through the school that provides opportunities and contexts for them to sensitively explore and understand what constitutes racism and other forms of prejudice. This helps the school to build up a culture that supports value systems that oppose any kind of discrimination and embrace diversity and inclusion.

This is reflected in curriculum areas including: Religious Education, PSHE, History, Geography, Science, Art and English where content reflects diversity, and supports children to understand aspects of discrimination.

More information can be found on the [subjects learning and curriculum](#) area of our website

Community Cohesion

We understand our duty to promote community cohesion. We aim to achieve this through:

- high quality teaching and learning, securing high standards of attainments for all our pupils regardless of ethnic or socio-economic background which leads to equality of opportunity
- curriculum provision which promotes common values by exploring diversity of cultures , difference and commonality creating an ethos of inclusion
- engaging parents and carers in the life of the school so that they feel confident to make a contribution that reflects and values the multiple heritages of our diverse community

Disability Equality

It is our duty to make reasonable adjustments in provision and education to meet the needs of disabled pupils and we work closely with parents when this is the case.

The school does not have provision for wheelchair access but we liaise closely with the local authority to publish and implement plans to improve the accessibility of the school.

The Local Authority has a duty to support families with children who require wheelchair access to find and access a suitable building to meet their needs. We work to promote positive attitudes towards disabled people through the curriculum, assemblies and in classroom practice. We encourage parents who have disabilities to liaise with the school about their needs so that we can plan to support them.

Sex and Gender Equality

By unlawful sexual discrimination, we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one sex or gender than on the other, or may favour one to the disadvantage of the other.

By sexual harassment, we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*Refer further: our school's [Behaviour policy](#)*)

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.

Through our curriculum provision including our SRE and PSHE schemes and carefully chosen class books which reflect diversity including gender diversity in context, children begin to appreciate that personal identities can be different and valued and that this is an equality. We teach and model the importance of gender equality. By doing this in the life of the school we seek to help overcome those lasting and embedded patterns of advantage and disadvantage, which are based on socially ascribed gender stereotypes and assumptions.

In line with the Equalities Act (2010), we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

Identifying Racist, Sexist, Homophobic, Xenophobic Behaviour

At Gillespie School, all children and adults are encouraged to respect each others:

- Race
- Beliefs and practices
- Sex
- Gender
- Sexual orientation
- Disability

In addition, they are encouraged through the curriculum, class room and extra-curricula activities, to understand that there are similarities and differences between all people and these should be respected.

On any occasion when a child or adult might exhibit racist, sexist, homophobic, xenophobic behaviour towards another person, this will be swiftly identified and dealt with. (See procedures for handling such incidents, below).

This kind of behaviour can take a variety of forms. Below are examples of the kinds of incidents that we may encounter:

- Derogatory name calling, insults, abusive jokes and language
- Abusive comments during discussion in lessons
- Ridicule of an individual for cultural, gender, religious, disability differences, believed sexual orientation of child or parent/carer, for example food, music, dress etc
- Refusal to cooperate with others because of their race, colour, ethnicity, language, religion, gender, believed sexual orientation of child or parent/carer, or disability.
- Verbal abuse and threats
- Physical assault against a person or group
- Abusive graffiti
- Incitement of others to behave in an abusive way
- Bringing abusive material such as leaflets, comics or magazines into school
- Provocative behaviour such as wearing abusive badges or insignia
- Attempts to recruit other children to racist, sexist, homophobic, xenophobic organisations and groups

Roles and responsibilities:

Promoting equality and raising the achievement of all pupils is the responsibility of everyone, including non-teaching staff and governors.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives to the headteacher

The equality link governor is **Mandy Leatham**. They will:

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher is responsible for:

- Implementing the Equality Policy.
- Assessing and monitoring the impact of the policy.
- Ensuring that curriculum planning takes account of ethnicity, religion, sex, gender, gender orientation, ability/disability, sexual orientation & the language needs of all pupils.
- Working with the Senior Leadership Team in tracking all under-achievement & ensuring programmes are in place to ensure all children make progress.
- Ensuring that all staff are fully aware of their responsibilities, that equality thinking is developed and that they are given the opportunity to attend training.
- Taking steps to ensure that everyone associated with the school is kept informed about the school's Equality Policy & that they abide by them.
- Ensuring that efforts are made to recruit staff from all communities.
- Ensuring that there is equality of opportunity for access to all staff promotion and training opportunities.
- Making regular reports about equality to governors referring to the impact assessment process of attainment levels & in policy development & review.
- Ensuring the school gets regular feedback from pupils, parents, staff and governors through meetings, surveys, and questionnaires including through parent and pupil voice.
- Ensuring the school's monitoring methods from consultation through meetings, surveys, questionnaires, statistics & analysis of data & policies all impacts upon improving attainment, service & school procedures.
- Dealing with harassment & following procedures for handling complaints & incidents.

All staff are responsible for:

- Dealing with racist, sexist, homophobic, xenophobic incidents & reporting these to the Headteacher.
- Eliminating discrimination.
- Promoting Equality and not discriminating on racial, gender, religious, sexual orientation, disability grounds.
- Tracking the progress of individuals and groups, assessing impact.
- Meeting with parents, arranging for interpreters, when necessary & informing them of their child's progress & agreeing targets to support the child's progress.
- Ensuring that they use an inclusive approach via curriculum delivery and teaching strategies.
- Taking up opportunities for training.

The Equality Act 2010 requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

Please see equality targets in Appendix 1 at the end of this policy.

Procedures for dealing with and reporting Inequality Incidents:

In all instances, Head teacher will be informed

Category	Actions
(a) Derogatory name-calling, insults, racist, sexist, homophobic, xenophobic jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal abuse of that kind will not be tolerated – and why • Individuals who are abusive must be referred to the a member of the Leadership Team who will take action according to Behaviour Policy • Parents/Carers will be informed • Offer support to the victim and counselling for the perpetrator • Record on the <i>Harassment Incident Reporting Form (HIRF)</i>
(b) Racist, sexist, homophobic, xenophobic comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Statements of this nature must not be allowed to go unchallenged • Pupils who make inappropriate comments must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Record on the HIRF • Parents/Carers will be informed
(c) Ridicule of an individual for cultural, gender, religious, disability differences, believed sexual orientation of child or parent/carers, for example food, music, dress etc	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that that type of behaviour will not be tolerated • Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Offer support to the victim and counselling to the perpetrator • Record on the HIRF
(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity, language, religion, gender, believed sexual orientation of child or parent/carers, or disability.	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities and the school should not exclude any pupil on any of the identified grounds • Pupils refusing to cooperate must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Parents/carers will be informed • Offer support to the victim and counselling for the perpetrator • Record on the HIRF

(e) Verbal abuse and threats	<ul style="list-style-type: none"> • Members of staff must not ignore any form of verbal abuse in the school • Explain fully to the perpetrator that verbal abuse will not be tolerated • Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Parents/carers will be informed • Offer support to the victim and counselling to the perpetrator • Record on the HIRF
(f) Physical Assault	<ul style="list-style-type: none"> • Report to the Headteacher • The Head teacher will make a full report and will take action according to the Behaviour Policy • Informed report to Parents/Carers • Take necessary action to prevent recurrence, following guidance in our Behaviour and Antibullying policies. • Offer support to the victim and counselling to the perpetrator • Record on the HIRF
(g) Racist, sexist, homophobic, xenophobic graffiti	<ul style="list-style-type: none"> • All abusive graffiti in the school must be reported to the Headteacher and should be removed immediately • Regular checks should be made and steps taken to discourage reappearance of graffiti • If the perpetrator is known Report to the Head teacher • The Head teacher will make a full report and will take action according Behaviour Policy • Inform Parents/carers • Take necessary action to prevent recurrence • Offer support to the victim and counselling to the perpetrator • Record on HIRF
(h) Incitement of others to behave in a racist, sexist, homophobic, xenophobic way	<ul style="list-style-type: none"> • Pupils should be referred to the Headteacher who will take action according to Behaviour Policy/Anti Bullying • Offer support to the victim and counselling for the perpetrator • Parents/carers must be informed • Record on the HIRF
(i) Bringing racist materials such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed • Pupils should be referred to the Headteacher who will take action according to Behaviour Policy and the nature of the material they brought to school) • Parents/guardians must be informed • Record on HIRF

(j) Provocative behaviour such as the wearing of racist, sexist, homophobic, xenophobic badges or insignia	<ul style="list-style-type: none"> • We will not permit the wearing of abusive badges or insignia • Pupils wearing such badges or insignias should be referred to the Headteacher and asked to remove the item immediately who will take action according to the Behaviour Policy – dependent on whether pupil understood the nature of the material they brought to school) • Parents/carers must be informed • Record on the HIRF
(k) Attempts to recruit to racist organisations and group	<ul style="list-style-type: none"> • Report immediately to the Head teacher who will take action • ‘Recruiter’ should be interviewed • The parents/guardians must be informed • Record on HIRF

Harassment incidents and outcomes of actions are reported to the governing body termly via the Headteacher report. This is a statutory duty

Incidents involving staff

An allegation of racist, sexist, homophobic, xenophobic behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter. The school will follow procedures for dealing with harassment as part of staff grievance procedures. A complaint of abusive behaviour will be dealt with in accordance with the complaint & discipline procedure. We will follow the LEA Grievance procedures.

Incidents involving Parents/Carers or Visitors

Racist, sexist, homophobic, xenophobic behaviour will not be tolerated under any circumstances at Gillespie School. A member of staff will challenge any perpetrator of this behaviour and the incident should be officially reported and recorded for the Headteacher.

The perpetrator will meet with the Headteacher who will explain the School Policy and challenge the perpetrator's actions. The perpetrator will be given the opportunity to apologise and learn from the experience. A second offence will mean an automatic fixed term ban from the school premises and may lead to a formal report to the police.

Incidents Outside School

There may well be occasions when racist, sexist, homophobic, xenophobic incidents outside school (including online incidents), or involving outside perpetrators, are brought to the attention of the Headteacher. These incidents will be reported to the appropriate authorities who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunities should also be taken to condemn such incidents publicly.

Supporting the Victims

At Gillespie we work hard to create a climate in which victims of abusive incidents feel able to report them. All staff are trained to report incidents that they witness and are guided by following clear procedures set out in our [Antibullying, Behaviour and Child Protection policies.](#)

Children have regular opportunities through learning from our PSHE scheme, through online safety work and through specific work throughout the school year including during Anti bullying week and NSPCC safety day to learn about appropriate behaviour, discrimination and how to keep themselves and others safe.

We work carefully with victims of incidents by involving parents and ensuring that perpetrators and their parents are also engaged so that justice is achieved. Perpetrators must learn from their mistakes and make amends for their actions.

School Records

All incidents that are perceived to be of an abusive nature are recorded on the Harassment Incident Reporting Form and reported at full meetings of the Governing Board each term.

The examination of these records on a regular basis will also provide the school with a picture of the frequency and nature of such incidents and give some indication as to how effectively the school is combating such behaviour. This internal record keeping system will be monitored as part of the Local Authority's statutory functions and reported to the Governor's termly.

Complaints procedure

If parents and carers have a concern about how the school has dealt with an incident then they can contact governors at governors@gillespie.sch.uk. The complaints procedure can be found on the school website in the parent section '[making a complaint](#)'

Employment Practices

The school adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LA guidelines

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The school will monitor its practice in selection and recruitment, selection for redundancy, restructuring, redeployment and retirement, training and development, promotion, performance management, award for pay and allowances, grievance, disciplinary, harassment and discrimination. A yearly analysis will be carried out and reported to governors.

Curriculum

Curriculum planning takes account of the ethnicity, gender, religious, disability, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure inclusion of:

Girls and boys;
Pupils learning English as an additional language;
Pupils from minority ethnic groups
Pupils with SEND

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Monitoring and Evaluation:

We will monitor the impact of this policy through:

- Progress, attainment and assessments analysis of ethnic, gender and ability/disability
- Attendance analysis
- Behaviour, discipline, bullying and exclusions records
- Pupils' personal development and Inclusion team meeting minutes/ records
- Teaching and Learning (monitoring and observations of practice – lessons, books, plans and environment)
- Admissions and attendance procedures.
- Curriculum content
- Staff recruitment and continuing professional development records
- Partnerships with parents and communities
- Employment practices (as above)
- Policies review

Appendix 1 - Gillespie Primary School Equality Objectives

Objective	Actions	Personnel	Monitoring	Expected Outcome
To support all pupil groups to reach their potential and maximise academic progress	<p>To monitor and analyse pupil achievement by race, gender, Pupil Premium eligibility, SEN, disability and act on any trends or patterns in the data that require additional support for pupils through :</p> <ul style="list-style-type: none"> • Regular tracking of progress in reading, writing and maths of children in identified groups • Targeted support provided where weaknesses are identified (groups/individuals) • Timely feedback to parents enabling them to support specific aspects of learning at home • pupil progress meetings analysis and actions • Thorough provision mapping and individualised SEND plans • Being proactive in tackling attendance issues to achieve 96%+ 	<p>SLT All teaching staff SENDCo</p>	<p>HT and Governors through Heads report to Governors and Curriculum and Learning Committees</p>	<p>All pupils make good or better progress from their starting points</p>

Objective	Actions	Personnel	Monitoring	Expected Outcome
To ensure that children of all backgrounds are valued and supported to engage and contribute positively to the life of the school	<p>To strengthen staff & pupil understanding of diversity and equalities through:</p> <ul style="list-style-type: none"> • A school curriculum that reflects the diversity of our school & wider community • Adherence to effective safeguarding policies • Procedures for effectively monitoring, reporting & responding to incidents of harassment • Ensuring that staff carefully follow the statutory SRE, RE policies and the Islington PHSE scheme • Teaching children to understand individual needs and differences of pupil groups including SEND • Equipping staff with the necessary knowledge, skills and training to work with SEND pupils <p>To strengthen pupil engagement in school life by:</p> <ul style="list-style-type: none"> • Providing cultural enrichment 	SLT All teaching staff SENDCo	Head teacher & termly report to Governors	<p>Children from under-represented groups are participating in a wide range of after school and enrichment activities</p> <p>Pupils from all vulnerable groups feel supported, confident and actively engaged</p> <p>Reduction in reported incidents of harassment</p>

	<p>opportunities beyond the curriculum</p> <ul style="list-style-type: none"> • Providing opportunities to contribute towards decision making through participation in a variety of school teams e.g. School council, Eco committee, Science committee, Playground Buddies. 			
Objective	Actions	Personnel	Monitoring	Expected Outcome
<p>To strengthen our partnership with parents ensuring equity and fairness in accessing and engaging pupils and families with learning and the broader life of the school</p>	<ul style="list-style-type: none"> • Offering activities and opportunities for parents to come into school to engage with their child's learning e.g. Curriculum workshops, Nursing well-being clinic • Working with external organisations such as CAHMS and the Inclusion lead on supporting parents of pupils with SEMH (Social, Emotional & Mental Health) needs • Annual parent events including Parent Voice, Bring a parent to school, International Evening 	<p>HT SLT All teaching staff SENDCo</p>	<p>HT and Governors</p>	<p>Parents feel confident and able to come into school and are motivated and engaged with their child's education.</p> <p>Positive outcomes reported for families engaged with outside services</p> <p>Feedback including surveys reflects that parental views are valued and acted upon</p>

Appendix 2 - Related policies on Gillespie school Website:

Accessibility Policy
Anti-Bullying Policy
Attendance and Punctuality Policy
Behaviour Policy
Child Protection Policy
Code of Conduct
Complaints Policy
Governor Behaviour statement
Health and Safety Policy
Looked After Children Policy
Medical Conditions Policy
Online Safety Policy
Physical Intervention Policy
Relationships and Sex Education Policy
Safe Recruitment Guidance
Sen Local Offer
SEND Policy
Whistle Blowing Policy