



*Kind, Respectful, Safe*

## Clara Grant School Single Equality Policy

**Article 3:** The best interests of a child must be a top priority in all things that affect pupils

Date policy last reviewed:	October 2021
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Signed by:

Karen Symons

Headteacher

Date: 21/02/2022

Mark Taylorson

Chair of Local  
School Committee

Date: 21/02/2022



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**Clara Grant Primary School is a Unicef Rights Respecting School. This policy has links with the following Articles of the United Nations Convention on the Rights of the Child:**

3. All adults should make decisions based on the best interests of the child.
14. All children can choose their own thoughts, opinions and religion as long as it does not stop others enjoying their rights.
23. Every child with disabilities should enjoy the best possible life in society.
30. All children have the right to practice their own culture, language and religion.

This policy is relevant to all school policies and should be read, specifically, in conjunction with the Staff Code of Conduct, Flexible Working Policy, Shared Parental Leave from Birth and Shared Parental Leave for Adoption, Special Educational Needs Policy and Behaviour Policy

### **1. Introduction**

This document meets statutory 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 document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Protected characteristics as defined by the Equality Act 2010 include: Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation.

## **Intent**

Our school intends to meet its obligations under the public sector equality duty by recognising and acting on the need to:

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

Clara Grant Primary School's commitment to these equalities are rooted in our ethos of valuing the individuality of every child and adult in our school. This includes a determination to challenge discrimination in all its forms.

## **The School Context**

The Clara Grant Primary School is a two-form entry primary school in Bow, East London. The number of children currently on roll stands at 453

The majority of our children come from the Bangladeshi community but, in addition, many other communities are represented. These are Chinese, Vietnamese, African-Caribbean, African, Somalian, Lithuanian, Indian, Irish, Moroccan, Albanian, mixed and White UK heritage, Iraqi, Japanese.

We understand that there is a major need to resist any negative messages of fear, hatred and ignorance, and to make sure that our school in no way can harbour or nurture such beliefs. We undertake regular staff training to raise awareness of, and promote, anti-discriminatory understanding.

## **2. Roles and responsibilities**

- The Local School Committee member with responsibility for Safeguarding and equality within the school is Mark Taylorson
- The Head Teacher is Karen Symons
- The Deputy Head is Rosetta Robinson
- The SENDCo is Anthony Leete (also Assistant Headteacher for EYFS)
- The other Assistant Head teachers are Liezel Du Plooy (Literacy & Years 1&2) and Heilandi Jansen (Assessment/Maths & Years 3 & 4)

### **The role of the Local School Committee (LSC)**

The LSC is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Committee has set out its commitment to equal opportunities in this plan, and all other policies, procedures and practice, and it will continue to do all it can to ensure that the school is fully inclusive to all pupils.

The Committee seeks to ensure that all appointments are made on the basis of merit and ability, in relation to the Job Description and Person Specification.

The members of the Committee take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The members of the Committee welcome all applications to join the school, whatever a child's socioeconomic background, family context, race, gender, special educational needs or disability.

### **The role of the Head Teacher**

It is the Head's role to implement the school's Equality Policy and Plan and she is supported by the LSC in doing so.

#### The Head Teacher

- Ensures that all staff are aware of the Equality Policy and Objectives and their responsibilities within them, and apply these guidelines fairly in all situations.
- Ensures that all staff are given the appropriate training and support.
- Ensures that all appointment panels give due regard to this policy plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- Will provide an incident report to the LSC on a termly basis.

### **The role of all staff: teaching and support staff**

- All staff will promote an inclusive and collaborative ethos in their classroom and throughout the school. They ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Plan.
- All staff will strive to provide material that gives positive images based on race, gender, sexual orientation and disability that challenge stereotypical images.
- Teachers will provide numerous opportunities within and outside of the curriculum to ensure that all learners understand diversity from many different perspectives.
- All staff will challenge any incidents of discriminatory behaviour, and record any serious incidents, drawing them to the attention of the Head Teacher.
- All staff will support and ensure curriculum access for pupils in their class for whom English is an additional language, for those who are new arrivals and for pupils who have additional needs.

### **3. Implementation: Challenging discriminatory behaviour**

Harassment in relation to race, disability, religion or belief, sexual orientation, gender reassignment, age, sex, gender, pregnancy and maternity/paternity, family context and socioeconomic factors is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Discriminatory incidents are dealt with by the member of staff present, who calls on the support of someone from the Senior Leadership Team, where necessary. All incidents are reported to the Head as they occur and then submitted to the Local Authority where appropriate. The Head reports to the Governing Body on a termly basis.

#### **Responding to and reporting incidents**

At Clara Grant Primary School we have clear procedures to ensure that all discrimination and harassment is dealt with promptly, firmly and consistently. All staff, teaching and support, should view dealing with incidents as vital to the well-being of the whole school.

Adults dealing with incidents should be aware that there is a distinction to be made between entrenched, repetitive and deliberate behaviour, and isolated incidents where a very young child might imitate names or behaviours witnessed elsewhere. Clearly, both forms are unacceptable and should be rigorously addressed; however, the response will vary according to the situation.

- Any incident that occurs will be investigated to discover whether or not there is a discriminatory element. If the incident is found to have a strong discriminatory content that is repeated and significant it should be recorded in the class Safeguarding Log
- If the incident occurs in lesson time (either in or out of the class), the class teacher is primarily responsible for handling the situation. The teacher will find time to establish the facts, discuss the issues (either 1:1, small group, or whole class) and come to a resolution or decision about how to proceed.
- The teacher may seek the support of senior staff at any time during this process. In the first instance this will be the Phase Leader, or one of the AHTs.
- They may feel the matter serious enough to notify the Head. The Head will investigate the incident as above, and will either inform parents in writing or meet with them directly to discuss the issues raised by the incident. There may be a requirement on other adults involved up to that point to be present at the meeting.
- In exceptional circumstances (for example, sustained or repeated incitement or intimidation), the Head will take primary responsibility. Besides formally

logging the incident, police and LSC may be involved, or an exclusion from school for a period of time may be made. Any discriminatory actions by adults within the school community, or by parents while on the premises, will automatically require intervention at the DHT/HT level.

- Dealing with discriminatory incidents in the playground is the responsibility of the Senior Midday Meals Supervisor. She will inform the teacher, or the deputy if they are not available, who will ensure an entry is made into their Safeguarding Log. If the incident is more serious, either party will inform the Head directly, who will then take primary responsibility.

All discriminatory incidents must be reported immediately by recording on CPOMS and taking appropriate action, including discussing them with a member of the Senior Leadership Team.

An online Local Authority form should be completed by SLT for the serious incidents, The Head Teacher will report the serious incidents termly to the Local School Committee.

Names are not recorded on the form when it is completed but should be added to the form before it is filed in school. Forms are filed in a folder in the SLT drive and are not placed in individual files.

### **3a. When an incident involves children, the following action is taken:**

**i) Discussion with perpetrator/s:** All procedures should be carried out with the aim of not only correcting and holding the perpetrator to account, but also of demonstrating support to the victim/s. When dealing with perpetrator/s it is important to note that their discriminatory behaviour may reflect their own low self-esteem. We are clear that a discriminatory incident, particularly by a child, does not mean that a person is prejudiced. We are committed to our responsibility in educating all members of the community about equalities as this is how change is affected.

Discussion with perpetrators should explain to the perpetrator/s why the behaviour is wrong and the consequences that will be given. It should make clear the school's view of such behaviour and include work with the perpetrator/s to apologise and to begin to repair the relationship with the victim/s. Where appropriate the child's parents/carers (where a child) should be informed of what has happened. In extreme and persistent cases, internal or fixed term exclusion may be used.

**ii) Discussion with victims:** As with bullying, the victim may be fearful of the consequences of reporting a discriminatory incident. Victims must know that they will be listened to and have confidence in the way the school deals with these incidents. Victims will need an opportunity to express their own feelings and concerns to an appropriate member of staff. They may need some time away from the perpetrator and should be consulted before any discussion/apology or restorative work between

victim and perpetrator is undertaken. The victim's parents will be informed (where it is a child).

**iii) Discussion with parents/carers of perpetrator/s and victim/s.**

**iv) Decision made about severity of the incident and action to be taken.** This might be an apology, restorative work between those involved and/or the need to address issues with a wider audience (in a class or phase/key stage assembly).

Consequences may include sanctions such as exclusion from the class or playground for a fixed period of time.

**3b. When an incident involves member/s of staff the following action is taken:**

**i) Discussion with perpetrator/s and victim/s.**

**ii) Consideration of use of the school's disciplinary procedure.**

**3c. When an incident involves member/s of the wider school community (parents or visitors to the school) the following action is taken:**

**i) Discussion with perpetrator/s and victim/s.**

**ii) Consideration of banning from the school premises and/or referral to the police.**

**3d. When an incident occurs off the school premises outside of school hours.**

If pupils or parents report incidents outside the school, it may be appropriate to involve external agencies that provide help and advice. We will make available the contact details for reporting hate crimes and encourage and support use of these.

**4. Monitoring and Reviewing progress, attainment and assessment of pupils.**

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by:

- Ethnicity
- Gender
- SEN
- Disadvantage
- Disability

This ensures that all groups of pupils are making the best possible progress and appropriate action is taken to address any gaps.

## **5. Curriculum materials, special assemblies, assemblies and visits.**

The school ensures that:

- teaching and classroom-based approaches are appropriate for the whole school population, are inclusive and reflective of our pupils
- classroom and staffroom discussion of equality issues are encouraged and reflect on social stereotypes, expectations and their impact on learning
- the achievement of all pupils be taken into account when planning for future learning and setting challenging targets
- there is equality of access for all pupils and they are prepared for life in a diverse society
- teaching materials used reflect the diversity of the school, population and local community in terms of race, gender, age and disability, without stereotyping
- major festivals are celebrated in school and that all children take part, irrespective of their background
- attitudes and values that challenge racist and other discriminatory behaviour or prejudice are promoted
- all materials used in school are appropriate and show different groups in a positive and un-stereotyped way
- as part of our Religious Education curriculum, pupils have planned visits to a church, a mosque and a temple which are educational and not intended to influence children's beliefs
- events such as our annual musical appreciation week include performers and participants representing a range of cultures and ethnicities
- parents are encouraged to involve parents in supporting their child's education

## **6. Relationship of the Equality policy to other aspects of school life.**

- **Admission and transfer procedures**  
The school follows the Tower Hamlets' policy on admission to Nursery, Primary and Secondary school. Children are considered by SEN, siblings and distance not by ethnicity or religion or on any other ground.
- **Providing translation support for parents.**  
In order to ensure communication between parents is of a high and clear standard, the school does its best to provide appropriate translators for any language we can. The school is fortunate in being able to provide some of the languages required (Bengali, Sylheti and French). For other languages the school uses the services of the Parents Advice Centre. The school uses Class Dojo to communicate with parents/ carers and there is an option for them to choose the language they wish to have as a setting.
- **Staff recruitment and career development**  
Teaching staff are either recruited via the borough vacancy list, Further Education establishments or through external adverts. Roles are advertised internally unless attached to a recruitment drive.

Support staff are recruited either by internal or external advert or from pool of casual staff who have worked in the school. Casual staff are often parents or members of the local community.

Shortlists for interviews are decided against the evidence candidates provide. The best candidate at interview is the candidate who is offered the job. In the case of two candidates who are both strong, then references are used. The interview panel sets questions which are fair and does not discriminate against any individual. Every effort is made to ensure that the recruitment process attracts candidates from a diverse range of identities.

All staff are subject to enhanced DBS clearance.

- **Pupil behaviour, discipline and exclusion**

The school has a very clear behaviour policy which is regularly reviewed. This outlines types of behaviour and the management by all staff of these behaviours. The school is clear about monitoring the group of children that appears most often and tries different strategies to reduce a) the number of children and b) the type of children which appear most often.

- **Membership of the Local School Committee**

The membership of the Committee is determined by the Boleyn Trust and those staff and parents who wish to apply. Committee members at the school recognise that it is important for the Committee to reflect the school community and every effort is made to attract members from the local community.

## **7. Staff and LSC members.**

We ensure that all staff and Committee members have a shared understanding about the legislation, institutional racism, ethnocentrism, and racial and sexual inequality. We encourage all members of the school community to have a broadly similar view of the context in which inequality is prevented, counteracted and effectively challenged. We ensure staff/Committee members attend appropriate courses/conferences, which will help inform and develop existing good practice. We ensure that the views, opinions and experiences of all staff and Committee members are equally valued in order to work together on achieving the most appropriate and inclusive strategies for the school.

## **8. Conclusion**

At Clara Grant we take the provisions of the Single Equality Act seriously and ensure that everyone associated with our school is kept informed about the school's single equality policy and procedures, and abides by them. Incidents of discriminatory behavior by any staff member, parent or pupil will be challenged.

This single equality policy will be made available to parents/carers, contractors and service providers, School visitors, Supply Staff and the Trust upon request. It will also be published on our website.

### Who to contact

For all enquiries relating to equality matters, please contact the school office on 0207 987 4564 in the first instance. The staff member responsible for day-to-day inclusion within the school is Assistant Head teacher Anthony Leete. The LSC member responsible for inclusion within the school is Mark Taylorson They sit on the committee, and keep our arrangements and provision under regular review. The Committee is accessible to all parents via parent members, who can be contacted via the school office, and to all staff via the teacher members.

**Policy First Written September 2015**

**Revised March 2020**

**Reviewed September 2020 and October 2021**