



Sandringham Primary School
& Sandringham Pre-School
A great place to be two



Sandringham Primary and Pre-School & Daycare Equality Policy May 2021

Written in February 2012

Reviewed February 2013

Reviewed June 2014, following the release of the Special Educational Needs and Disability code of practice: 0 to 25 years

Reviewed in-light of the opening of Sandringham Pre-School 2016

Reviewed June 2019 in light of the Mind Wellbeing index

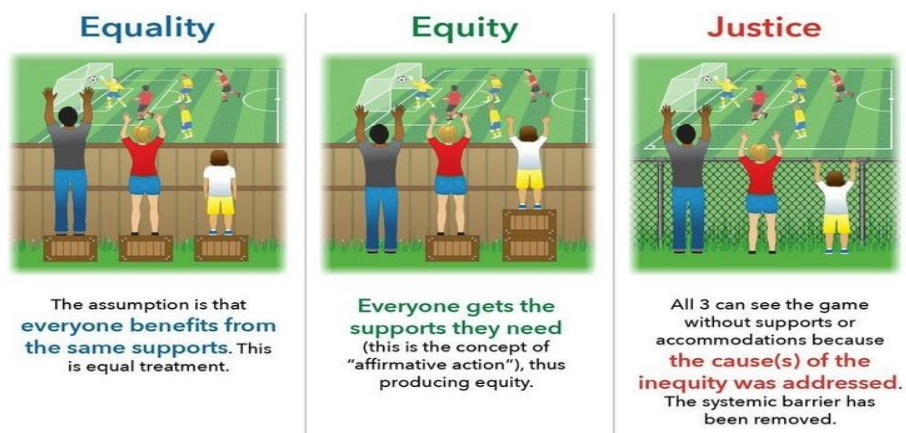
Reviewed May 2021 in light of diversity work taking place in school

1. Introduction and Legal Duties

This document combines our Race, Disability and Equality Policies based on the changes to the law under the ‘*consolidated source of discrimination law, covering all types of discrimination that are unlawful*’. These outlined our commitment to staff, parents and pupils and members of the local community with regards to equality under the Equalities Act 2010. The policy will evolve over time as we develop and with the equality action plan, improve equality of opportunity in our school. The impact of the action plans will be reviewed annually by the governing body.

As a school we have chosen to have one overarching equality policy rather than individual policies for each protected characteristic to ensure that we give each equal regard, status and reflection.

As a school we will also consider equality but also equity and justice to ensure we are as inclusive as possible.



Protected Characteristics

- Sex;
- Race (and immigration status);
- Disability;
- Religion or belief;
- Sexuality orientation;
- Gender reassignment;
- Pregnancy or maternity.

This refers to pupils, parents, carers, staff and school stakeholders.

2. Our Vision and Intention for equality

Our Vision

To inspire and empower the next generation.

Our Intention

What do we want our community to Feel about Equality?

We want everyone in our school community to feel valued and empowered to be themselves. To feel enabled and ambitious about their future and the future of those around them. We want children and staff to feel enabled to constructively discuss the equality journey.

What do we want our school community to Think about Equality?

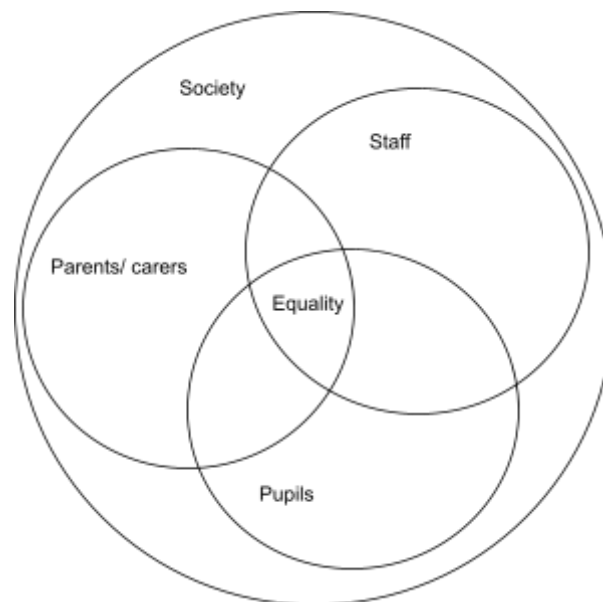
We want our school community to think equality is important and be cognitive of the evolving journey. We want everyone to think positively and be reflective and open to discussion and learning.

What do we want our community to Do as a result of this Equality Policy?

We want everyone in our school community to show respect for those around them, tolerate differences and be active learners about equality. We want people to be engaging in challenging conversations about equality whilst feeling confident and not marginalised.

3. Responsibilities

At Sandringham we believe that all stakeholders are responsible for ensuring that the school fulfils its equality duty though appreciates that this responsibility will look different for different groups of people linked with the school. We expect everyone involved with the school to uphold the equality act and people will be challenged if they do not.



Our responsibilities as a school

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

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

All staff are responsible for dealing with all incidents which relate to equality such as racist, homophobic, prejudice incidents. As a school we have a duty to actively work to meet the targets of our Equality Action plan, see appendix.

General duty requires us to

- Inspire and enable the next generation- this relates to children as well as our staffing
- Eliminate, harassment and victimisation unlawful discrimination
- Enable everyone to feel comfortable to be 'themselves'
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

For example:

Children: A school must not discriminate by refusing to admit a pupil because his or her parents are single sex parents or it would be race discrimination to treat a child less favourably because of their ethnic heritage.

Parents and carers: The school holding a parents meeting on a Friday evening or an afternoon, making it potentially difficult for Muslim parents to attend. Or during the election of a new parent governor, all parents will be given the opportunity to vote, regardless of their protected characteristics.

Staff and potential staff: During the process of applying for special leave, an absence request is not agreed on the basis of religion.

4. Raising concerns related to the equality

Raising a concern about equality can be hard and challenging for everyone involved and so it is important that it is handled in a sensitive and constructive manner. The way in which a concern might be handled would depend on the situation and who was involved, for example when dealing with children we would approach this in terms of self-regulation/ behaviour or bullying whereas it would be considered a complaint or grievance if it were adults.

Confidentiality and professionalism is also important when addressing concerns related to equality and so whether concerns relate to a child, staff member or other adult outcomes will remain on a need to know basis rather than something within the public domain.

	Policy/ Procedure	Location of the policy/ procedure	How this would be recorded/ tracked
Pupils toward another pupil	Self-regulation and Behaviour Policy Anti-Bullying Policy (Safeguarding Policy)	Staff handbook Website	SIMS behaviour tracking
Pupil towards a staff member	Self-regulation and Behaviour Policy	Staff handbook Website	SIMS behaviour tracking
Staff towards pupil	Disciplinary Policy and/ or Newham	Staff handbook	HR files

	Safeguarding Team (The LADO)	https://www.newhamscp.org.uk/	Annual governor/ LA safeguarding report - section 11 report
Staff toward staff	Grievance Policy	Staff handbook	HR file
Staff toward parents/ outside agency	Complaints Policy	Website	HR file
Parents/ carers towards staff	Complaints Policy	Website	CLT Files
Outside agencies	Outside agencies policy	Contact the agency this relates to	CLT Files

5. Curriculum

Our curriculum, pedagogy and daily teaching is representative of our community enabling us to ensure that there is no discrimination for any stakeholders. We make sure that cultural diversity is carefully considered, planned for and reflected in the learning opportunities provided for all members of the school community. It is vital that we have a clear understanding of the needs of our local community in order to ensure everybody's identities are valued and respected.

We ensure:

- Teaching and learning celebrates the diversity of our community.
- To work alongside families to celebrate the communities' rich cultural heritage.
- Our pupils develop respect for themselves and each other and develop an understanding that everyone has a contribution to make to the school and the wider community.
- There are opportunities for all staff to develop their own professional learning.

6. Staff: Recruitment and Retention

At Sandringham we have a strong history of 'growing our own', for example staff come to us as teaching assistants and then go on to do their teacher training and then work their way up the leadership path. We also have a number of staff who live locally and even attended Sandringham themselves. We really value the staff and what they can offer our children as community members. Our staff retention is high and this is something we value highly.

These approaches help us to get to know our staff community which in term means we can support them and encourage them on their career journey. We also take on apprentices and volunteers meaning there are different ways to become part of the Sandringham community. This strategy has allowed us to recruit a diverse range of people and over a number of years increase the diversity of our staff in relation to the Equality Act protected characteristics. We are very proud of this but know the journey is not complete.

We also believe in listening to, nurturing the wellbeing of staff and working with our staff so we often form working groups to work on important issues such as Special Educational Needs or Returning to School during the covid pandemic. We also regularly survey our staff and we hope all of these elements result in our staff feeling they have a voice and role in the running of our school.

Recruitment:

Governors: We want our governor in body to be representative of our community whilst also being representative of the diverse world in which we live. Within the governing body we have a mix of staff representatives, parents and community governors. Our governing board also has both males and females. When recruiting to our governing team we consider the skills and qualities which we need (i.e finance, understanding of community affairs, marketing, education). The staff and parental governors are both elected by their representing groups. We strive to have a governing board which is multi-ethnic.

Staff: Our ambition is to work to promote an inclusive environment, which attracts all candidates and signals our commitment to celebrate and promote diversity. We want a diverse staffing team which provides our children with excellent role models and the highest quality staff to deliver our school vision and values. By taking an inclusive approach we hope that we are more likely to attract a diverse pool of talent and experience. When advertising job roles, internally or externally, we include a statement of equality to allow potential applicants to understand our commitment to the equalities act and commitment to creating a diverse staff. The following statement will be included in job adverts:

Equality Of Opportunity

The London Borough of Newham council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

Sandringham Primary School is committed to promoting a diverse and inclusive community and strongly encourages people of all different backgrounds to apply to our inclusive and dynamic school. We aim to be a place where we can all be ourselves and succeed on merit.

We ensure that when reading applications and short listing personal details such as gender, ethnicity or religion are not seen to reduce the possibility of unconscious bias and we ensure that panel/ staff members involved with the interview processes reflect the diversity within our school. Please refer to the appendix for a crib sheet of areas for consideration when recruiting.

We also follow the safer recruitment procedures which also promotes a fair interview process. Finally, as all London Borough of Newham agents, we are also part of the 'Disability Confident' scheme which commits to offer disabled people an interview if they meet the minimum criteria for the job vacancy, subject to some exceptions. All applicants who are shortlisted and interviewed are able to get feedback. Sadly we are unable to provide personalised feedback to all applicants who apply and are not shortlisted as often we are significantly over applied.

7. Evaluation and Monitoring

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.


Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

Equality Action Plan- March 2021- 2023




Equality Action Plan - Children

Rational/ currently situation	Objective	Success criteria	Equality Strand							Lead Person/ group:	Review date
			Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment		
The curriculum at Sandringham is currently being reviewed as part of the school cycle. With children missing so much time in school it offers a good opportunity to stop, reflect and move forward. In addition there is a national movement to 'decolonise' the curriculum.	To ensure that the National Curriculum is taught and delivered in a way which highlights and celebrates everyone's heritage and different protected characteristics whilst preparing the children to live in a modern diverse and multicultural world.	<ul style="list-style-type: none"> The national curriculum is being taught. The curriculum provides all children with a sense of belonging and identity. All children see the relevance of the curriculum to themselves and can relate to what is being taught. The curriculum delivered is of a high quality All children are taught to be critical thinkers and can reflect on a wide range of resources and perspectives of historical events Parents are aware of the curriculum overview for their children and updated with changes/ developments over time 		✓	✓	✓					June 2022
Reading areas were under review in the Autumn term and library books have been reviewed.	To ensure that the books/ texts that are used across school are diverse in their content and positively reflect the protected characteristics.	<ul style="list-style-type: none"> When reviewing and purchasing new texts/books for use within school, personal reflection will be required for unintended unconscious bias. 	✓	✓	✓	✓		✓			

<p>As a maintained primary school we are required to adapt the new DfE Relationships, Sex and Health Education curriculum but must go through consultation with parents, staff and governors regarding the non-statory elements.</p>	<p>To write and implement a new scheme of work for RSHE which reflects the views of our diverse community.</p>	<ul style="list-style-type: none"> • The policy is ratified and in place. The curriculum is being delivered across school • The vast majority of children attend lessons • The children leave Sandringham knowledgeable and tolerant of differences with a strong sense of themselves as individuals 	✓	✓		✓		✓	✓		
<p>Sandringham is a mainstream school with a Resourced Provision for ASD although the physical facilities are limited.</p>	<p>To continue to increase the facilities within the school site in order to be able to offer suitable and inspiring learning experiences for our children with additional needs</p>	<ul style="list-style-type: none"> • The school facilities match the needs of the children and are agile to changes that the school community presents 	✓								
<p>We do have a transgender and non binary policy, staff understanding is limited. We currently do not have any children who identify as transgender or non-binary.</p>	<p>To increase awareness of the transgender and non binary policy and required professional learning around this area.</p>	<ul style="list-style-type: none"> • The policy is ratified by the governors • Staff are aware of the policy • The policy is available for parents/ carers as requested • Staff's understanding of gender and gender related topics is increased • Sandringham is prepared, knowledgeable and welcoming to everyone 		✓				✓	✓		

<p>Our behaviour data indicates that more boys are being highlighted on our behaviour tracking system and become dysregulated than girls. Our behaviour data is analysed annually and monitored weekly at the safeguarding meeting.</p>	<p>For staff to reflect on gender bias and increase their understanding of this area. For the incidents of boys dysregulation to decrease and be in line with the girls.</p>	<ul style="list-style-type: none"> The behaviour data reflects the characteristics of the school Staff are aware of gender stereotypes and challenge their own bias All children feel fairly treated and share the same aspirations despite their gender 								
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Equality Action Plan- Staff members

			Equality Strand								
Rational/ currently situation	Objective	Success criteria	Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead Person/ group:	Review date
<p>Sandringham does have a diverse staff but there is a greater percentage of staff with a white British heritage within leadership positions. It is recognised that there is an upward of increasing diversity trend for leadership and want to maintain this by ensuring all staff feel enabled to apply.</p>	<p>Current and potential staff to feel comfortable and enabled to apply for roles within the school regardless of their ethnic heritage. All staff to have CPL opportunities as well as challenging appraisal, yet supportive, appraisal targets. Internal and external job adverts to</p>	<ul style="list-style-type: none"> There is diversity within the staffing team in relation to ethnic heritage The upward trend of diversity within the school leadership Jobs are offered on candidate merit but all candidates all given the opportunity and feel empowered to showcase their relevant skills Candidates who successful reach interview stage are offered interview feedback to support them with future job interviews All jobs are advertised and people are confident to apply 									

	include a statement of equality.	<ul style="list-style-type: none"> Everyone understand the process of applying for jobs 									
Sandringham adapts the LA model policies for grievance which would include complaints in relation to the equality act protected characteristic. Some staff have raised in a staff survey they are unaware of this policy and procedure.	For all staff to be aware of and feel confidence in the grievance procedures within school.	<ul style="list-style-type: none"> Staff are aware and know the location of the staff grievance policy Staff feel confident in the grievance policy and know that complaints about colleagues will be acted upon fairly. Grievance data- number, area of concern (whilst maintaining confidentiality)- is shared annual to governors and any actions required discussed. If staff raise a grievance, they are made aware of the policy and procedures which must be followed- this includes informal procedures. 	✓	✓	✓	✓	✓	✓	✓		

Appendix- Recruitment questions/ prompts

Adverts

- Is the advert accessible/ shared? Consider internal and external adverts. For example, internal adverts should be shared on the staff briefing notes as all staff are sent this. External adverts should be advertised on Jobs Go Public and our school website- internal staff should also be made aware of jobs which are being advertised externally.
- Is the new equality statement included on the job advert/ job description?
- If photos are included on the job information, are the diverse and representative of our community?
- Has a walk around/ phone conversation been offered on the job advert? This often makes people feel more confident to apply.
- Does the application process allow people to highlight/ share accessibility needs?

- When looking at applications, the protected characteristics and name should be disclosed to reduce chances of subconscious bias.
- Is the school vision and values shared as part of the adverts? And principles if relevant?

Interview process

- Does the interview process allow the applicant to shine? For example, its not just an interview, they might work with children, complete a task or complete a test
- Has the interview been made accessible for all those being interviewed? For example, if someone has a physical disability is the interview process taking place somewhere accessible?
- Do candidates know what is expected of them as part of the interview- i.e. an observation, test or task.
- Is the interview panel diverse? This may include people who are involved in the task such as carrying out observations for example. A diverse interview group can put people at ease, add different view points, go some way to over coming sub conscious bias, make a point to the candidate all ethnicities are valued and listened to.
- When appointing a candidate, has the diversity in relation to all of the protected characteristics of the school been considered?
- Has the candidates been put at ease as much as possible at the start of the interview by the panel? Explaining the process, being physically comfortable, having a glass of water etc
- Do the interview questions encourage a conversation rather than one word answers? Does it allow the panel to get to know the candidates?
- Are all candidates given the same opportunities- for example, the same interview questions, the same preparation time etc
- Is there a safeguarding question?
- Are candidates offered an opportunity to share anything they feel is important to th which has not come up in the interview?

- Following the interviews, are all candidates given the opportunity to have feedback?
- Is part time/ flexible working requests given serious consideration?
- Are job share requests given serious consideration?
- Have candidates been offered an opportunity to share any disclosures?
- Following the interview, everyone involved in the process should consider and reflect on the equality of the process.