



Springwell Park

Equality Information

Introduction

Springwell Park is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth.

We promote the British Fundamental values where British law, democracy, and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of our curriculum. Through ensuring that equality and diversity is promoted across school, we are also actively promoting fundamental British Values where pupils are encouraged to treat others fairly and respect those from different faiths.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Springwell Park Primary School and Children's Centre is a two-form entry Community Primary School of above average size in Bootle, Merseyside. The school is in the highest percentile nationally for both free school meals and for social disadvantage.

Our school has many pupils living in economically challenging circumstance and experience daily the pressures of those circumstances. As a result of this we place a very high value on the importance of the pastoral care that we offer. The aim of the pastoral team is to support our vulnerable pupils in order to diminish the gap between themselves and our non-disadvantaged pupils. We want all of our pupils to fulfil their potential and achieve well so as they have the best possible start to their secondary education.

Our vision and Aims for Equality and Diversity

At Springwell Park, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio-economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Springwell Park we respect difference, value diversity and embrace equality and fairness for all.

Legal Requirements

Springwell Park recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty Springwell Park recognises that we are required to:

- Publish information annually to demonstrate compliance with the PSED
- Publish equality objectives every 4 years.
- We are mindful that all information will be made accessible to the public both electronically and in paper format.

Roles and Responsibilities

School Governors are responsible for:

Making sure the school complies with all current equality legislation

Making sure this policy and the PSED are properly implemented

Making sure related procedures are followed

Assigning a named governor to take an equality lead (*Adele Browne*) **The**

Head Teacher is responsible for:

Making sure the policy is readily available and that all school stakeholders are aware of it

Making sure its procedures are followed

Producing regular information for staff and governors about the policy and how it is working. Provide training for them on the policy

Making sure all staff know their roles and responsibilities

Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

Promoting an inclusive and collaborative ethos in the classroom

Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

Promoting equality and avoiding discrimination against anyone

Taking up equality training and learning opportunities

Pupils are responsible for:

Supporting the schools equality ethos

Sharing concerns or issues with a member of staff

Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.

Parents/Carers are responsible for:

Supporting the schools equality ethos

Challenging inappropriate language /behaviour

Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

Following our expectations regarding equality and diversity

Publishing Equality Information.

At Springwell Park, we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.

Foster good relations between people who share a protected characteristic and those people who do not share it.

Information about our employees.

We have less than 150 employees, therefore, under the Act, we are not required to publish equality information about our employees.

Information about our pupil population.

As of September 2019, the total number of pupils on roll is 434

The breakdown is shown in the grid below, in addition to pupils with a protected characteristic, we have provided information on other vulnerable groups of pupils, (denoted by *)

Compliance with the Equality Act 2010 Duty.

At Springwell Park we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the **General Duty** and the **Specific Duty** of the **Act**.

The information below is a summary of how we are aware of these requirements and how we respond to them:

- All staff have received training on the key concepts of the Equality Act 2010.
- We have a named Governor (Adele Browne) and staff member (Sarah Coyle) to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.
- We promote an ethos that champions and supports respect, dignity and difference.
- We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice-based bullying related to a protected characteristic.
- We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.
- Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/ carers.
- We review our accessibility plan every year with the Governing Body.
- We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.

- Through a broad range of study within PHSE curriculum, we work hard to promote respect, inclusivity and an appreciation of difference.
- Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths. We have an active school council that work closely with other schools on addressing key issues.
- We have a vibrant and well-balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. The school council is strong and articulate, contributing to whole school decision-making where appropriate.
- We have strategies for engaging with parent/ carers; including those who may traditionally find working with school difficult.
- We promote and encourage healthy food choices so that each pupil receives a healthy meal each day. Our plan reflects our commitment to a healthy lifestyle, regardless of socio-economic background.
- We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010.

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity	How we foster good relations
We monitor attainment and progress of pupils by gender	Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the pupil's learning.
We do not discriminate against genders for clubs, uniform and avoid stereotyping whenever possible	We ensure that we include positive, non-stereotypical images of men and women, girls and boys across the whole curriculum, including assemblies, visits and the visitors we invite into school.

DISABILITY

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.	We positively promote disability and use positive images and stories of disabled people. We have regular parent/teacher consultations and induction meetings prior to a disabled pupil starting school We adapt events e.g., sports days to ensure pupils with disabilities can access the events.

RACE/EAL

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff and governors on a range of equality and diversity issues.	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes. We have school of sanctuary status. Lesley Garrett worked with Y5/Y6 on harmful behaviour.
We work closely with EAL support to provide extra support for our EAL children to ensure that they achieve and make progress.	Our school website/class dojo has access to a translation button to ensure that our non-English speaking parents can access key information.

RELIGION, FAITH, BELIEFS

How we advance equality of opportunity	How we foster good relations
We promote inclusion for all our faith groups in all aspects of the curriculum.	We organise visits to different places of worship reflecting different religions and beliefs We invite visitors into the school to speak to the children.
We educate the children on many religions and various beliefs, in line with our RE policy.	Children are taught about different religions on a termly basis. We draw on the knowledge of our pupils who have different beliefs.

SEXUALITY

How we advance equality of opportunity	How we foster good relations
We are committed to ensure that no pupil or staff member are protected from discrimination or harassment through training and the promotion of respect and tolerance.	We have a curriculum that supports pupils to understand, respect and value difference and diversity.
Staff have received training on homophobic bullying, as well as stereotypes	Children are taught about different family structures and stereotyping. We positively promote the LGBT community and use positive

	images and stories of LGBT people through age-appropriate story books.
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Collecting and Using Information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g., to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g., unlawful discrimination in teaching methods.
- Assessing performance, e.g., benchmarking against similar organisations locally or nationally.
- Taking action, e.g., adapting working practice to accommodate the needs of staff who share protected characteristics.

PUBLICATION

All equality policies will be published on our website and will be made available both electronically and in a hard copy format.

Springwell Park adopt a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations'