Equalities Policy

Review Date: October 26 **Next Review Date:** July 28

Statutory policy - Bi-Annual Review

Equality Statement:

The Governing Board has considered the provisions of the Equality Act 2010 and the Public Sector Equality Duty (PSED) in the development and approval of this policy. The school is committed to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. Due regard has been given to the potential impact of this policy on pupils, staff, governors, parents, carers and other members of the school community who share protected characteristics.

The policy statement sets out:

- The school's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The School Context – What sort of school are we? Equality – aims and values

At school, we work to provide equality and excellence for all in order to promote the highest possible standards.

This is based on the following core values;

We want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self-esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous
- Grow as rights-respecting people

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We want all parents to:

- Feel welcomed in school
- Work in partnership with teachers
- Be well-informed by clear communications

We want governors to:

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

We want the wider community to:

- Develop good relations with our school

- Broaden our horizons

encourage a love of learning and aim to help children to:

- develop lively, enquiring minds with the ability to question and argue rationally;
- acquire knowledge, skills and understanding;
- use language and numbers with confidence and enthusiasm;
- develop respect for religious and moral values and tolerance towards ways of life which differ from their own;
- understand the world in which they live and the interdependence of individuals, groups and nations;
- respect and care for other people and the environment;
- grow in aesthetic awareness and make the best use of opportunities for their creativity and imagination;
- develop agility and physical coordination and the ability to express themselves through movement;
- develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

We guide each child towards achievement*:*

- through the provision of high-quality education and resources;
- through encouragement and high expectation;
- by developing self-esteem and fostering self-confidence;
- by providing a happy and safe environment in which he/she may work confidently;
- by ensuring progression through the setting of appropriate goals;
- by preparing him/her for future education and a fulfilling life.

Our vision for the school aims to provide an environment where:

- children are happy and highly motivated;
- the quality of teaching and learning enables each child to achieve their best.
- staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
- Parents are proud to send their children and enjoy working in partnership with the school.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and negative discrimination
- ensure pupils with a disability have access to the school buildings and to the curriculum.

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person, through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, and socioeconomic background.

The principles of this policy apply to all members of the extended school community, including pupils, staff, governors and parents/carers.

In order to achieve **a cohesive community**, we work to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all

- Ensure teaching and the curriculum explore and address issues of diversity, faith, culture and disability

Race Equality

The school is fully committed to meeting its obligations under the Equality Act 2010, and this is reflected in the policy statements above. To meet the specific duties, we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that, wherever possible, disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Equality Act 2010.

There will be occasions where the treatment of disabled children is different from that of non-disabled students. In such cases, the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration, including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent to which it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty, we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extracurricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and

devising reasonable adjustments to overcome them
- ensuring that staff are briefed on the Disability Code of Practice for schools
- issued by the Disability Rights Commission

We also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:
- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:
- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.
- We improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; "Looked After" pupils; EAL; and chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils.
- We have procedures for involving all parents/carers in their children's learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors' meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEND Code of Practice 2015

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure the procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Headteacher and Deputy Head)
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher and Deputy Head)
- Monitoring the progress and attainment of vulnerable groups of pupils, e.g. black and minority ethnic pupils, including Gypsies and Travellers (Inclusion Manager)
- Monitoring exclusions (Headteacher and Deputy Head)

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Current equalities targets:

- Respond to the increasing and significant symptoms of poor mental health and austerity in our community
- Improve procedures and provision to support new arrival learners who do not speak English.
- To continue to improve opportunities for children to learn about different cultures and faiths as part of an integrated curriculum.
- Improve attendance for disadvantaged children.
- Improve progress throughout the school for disadvantaged children.
- Increase the representation of staff and governors from local black and minority ethnic communities