

Equality Policy



Reference	A/20-21/01	Date	Spring 21
Date Adopted	Spring 21	Prepared by / Owner	Head
Review Cycle	Triannual	DfE Approval Level	May be delegated
Next Review	Spring 24	DfE / LA Status	Recommended statutory

1) Vision, Aims and Values

The school's vision statement is

'Together: ...building Knowledge, learning with Purpose and aiming for Success.'

We encourage everyone to:

- *provide a safe and supportive environment where all individuals become confident and self-motivated with a love of learning*
- *respect and appreciate the uniqueness of every one by working together as a partnership between school, home and the wider community*
- *be caring individuals with high expectations of ourselves and others*
- *be successful and independent learners with a secure knowledge of English and maths*
- *develop an enthusiasm for reading*
- *develop computing skills in readiness for our ever changing world*
- *be physically active and to adopt healthy lifestyles*
- *think creatively and enjoy learning*
- *be responsible and show consideration for our environment*

Through our strong values of respect, friendship, kindness, determination, enthusiasm and independence, we aim to serve our community by providing an education of the highest quality. Our Equality Policy is underpinned by these values.

The staff and governors are committed to promoting equality across the schools. We will tackle any situations that will lead to unequal outcomes. We will strive to ensure equality of access and that the diversity within our school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school, and wider community. Every member of the school community should feel safe, secure, valued and of equal worth, irrespective of their gender, ethnicity, disability, religious beliefs/faiths/tradition, sexual orientation, age or any of the other of the protected characteristics (Single Equalities Act 2010).

2. Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- a) Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- b) Monitor achievement data by ethnicity, gender and disability and action any gaps.
- c) Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- d) Ensure equality of access for all pupils and prepare them for life in a diverse society.
- e) Use materials that reflect the diversity of the schools, population and local community in terms of race, gender and disability, without stereotyping.
- f) Promote attitudes and British Values that will challenge racist and other discriminatory behaviour or prejudice.
- g) Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- h) Seek to involve all parents in supporting their child's education.
- i) Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- j) Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

3. Exclusions

Exclusions will always be based on the schools' Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

- a) We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- b) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- c) Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.
- d) Actions to ensure this commitment is met include:
 - i. Monitoring recruitment and retention including bullying and harassment of staff;
 - ii. Continued professional development opportunities for all staff;
 - iii. Senior Leadership Team support to ensure equality of opportunity for all.

5. Equality and the Law

- a) According to the Equality Act 2010, schools need to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:
 - i. Sex
 - ii. Race
 - iii. Disability
 - iv. Sexual Orientation
 - v. Religion or Belief
 - vi. Gender Reassignment
 - vii. Pregnancy or Maternity
 - viii. Schools should consider age as a relevant characteristic in their role as employers, but not in relation to pupils.

- b) The General Duty requires us to have due regard to the need to:
 - i. Eliminate conduct that is prohibited by the Equality Act 2010.
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - iii. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- c) Under our specific duty we will:
 - i. Publish information showing that we have complied with the General Duty.
 - ii. Publish evidence of the equality analysis undertaken (for schools by December 2011 and then annually).
 - iii. Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook.
 - iv. Develop their Equality Objectives (for schools by December 2011).
 - v. Set and publish Equality Objectives within the Single Equality Scheme (for schools by April 2012).

6. Roles and Responsibilities

a) The role of Governors: The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the schools are fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

- i. The Governors 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.
- ii. The Governors welcome all applications to join the schools, whatever a child's socio-economic background, race, gender or disability.
- iii. The Governing Body ensures that no child is discriminated against whilst in our schools on account of their race, sex or disability.

b) The role of the Head Teacher: It is the Head Teacher's role to implement the schools' Accessibility Plan and he is supported by the Governing Body in doing so.

- i. The Head Teacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The Head Teacher 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.
- ii. The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

c) The role of all staff

- i. All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the schools' Accessibility Plan.
- ii. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- iii. Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

- a) Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- b) 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.
- c) Racist and homophobic incidents and other incidents of harassment or bullying are investigated according to the Behaviour Policy. All incidents are reported to the head Teacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.
- d) What is a discriminatory incident?
- i. Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- e) Types of discriminatory incidents that can occur are:
- i. Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- ii. Use of derogatory names, insults and jokes;
- iii. Racist, sexist, homophobic or discriminatory graffiti;
- iv. Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- v. Bringing discriminatory material into school;
- vi. Verbal abuse and threats;
- vii. Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- viii. Discriminatory comments in the course of discussion;
- ix. Attempts to recruit others to discriminatory organisations and groups;
- x. Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- xi. Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
- f) Responding to and reporting incidents
- i. It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school.

Monitoring, Reviewing and Assessing Impact

The policy will be regularly monitored and reviewed by staff and the achievement committee to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment should be used to inform future planning and decision-making. The Head teacher will provide monitoring reports for review by the Governing Body. These should refer to the school population, key initiatives and progress against targets and future plans.

Related documents

- Single Equality Scheme
- Racial Incidents monitoring form
- Accessibility Action Plan

Review date: Spring 2021

Next review: Spring 2024