Great Whelnetham Church of England Primary School

Single Equalities Policy

(inclusive of diversity of Prejudice Related Incidents)

Approved by Governing Body:

Date of approval: 19th October 2016

Review by: 19th October 2019

Introduction

This policy outlines Great Whelnetham Church of England Primary School's commitment to advance equality, eliminate discrimination and foster good relations in accordance with the Equalities Act 2010 and the Public Sector Equalities Duty. Great Whelnetham Church of England Primary School's equalities policy amalgamates our policies and approaches in relation to diversity and equalities into one single policy. The policy is accompanied by an equalities action plan. This has been informed by our analysis of the information we know about equalities and the protected groups within our local school community.

Statement/Principles

The policy outlines the commitment of the staff and Governors at Great Whelnetham Church of England Primary School to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access. The diversity within the 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. At Great Whelnetham Church of England Primary School, equality is a key principle for treating all people the same irrespective of their gender, race (ethnicity, colour and nationality) disability, religion or belief, sexual orientation, age or any other of the protected characteristics; Marriage/civil partnership, Pregnancy and Maternity and Gender Reassignment (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher, Mrs Kath Parkin.
She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard.
- Working closely with the governor responsible for this area who is Mrs Michelle May-Jones.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. boys and girls, those with SEN and disabilities, Minority Ethnic including Traveller and EAL pupils in the following recommended areas:
    - Pupils' progress and attainment.
    - Learning and teaching.
    - Behaviour discipline and exclusions.
    - Attendance.
    - Admissions.
    - Prejudice related incidents.
    - Parental involvement.
    - Staff recruitment and retention.
    - Visits and visitors.
    - Spiritual, cultural & moral dimensions.
    - Participation in extra-curricular and extended school activities.

Policy Commitments

Promoting Equality: Curriculum, Collective Worship

Our school is a community in which adults and children learn, play and work together and everyone matters.
We are committed to providing excellent learning and teaching in a safe, stimulating, exciting and enjoyable learning environment. We aim to teach our pupils the skills they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing as citizens in the 21st century. We believe strongly in inclusion and everyone is respected and valued for who they are.

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure that:

- Curriculum planning reflects a commitment to equality. This commitment permeates everything we do and believe at Great Whelnetham Church of England Primary School.
- The curriculum prepares pupils for life in a diverse society and uses every opportunity to reflect the background and experience of pupils and families in the school; we plan our teaching around a creative curriculum to ensure a global dimension to all learning; we expose children to a range of cultural experiences in our enrichment days.
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality; our curriculum promotes enquiry and develops thinking and reasoning skills. Aspects focusing on diversity form a key element of our work.
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs; we teach these attitudes and values explicitly through our collective worship and PSHE.
- Images, books, materials and visual artefacts positively reflect a range of cultures, identities and lifestyles.
- We use the wider, local and global community to positively enrich children's understanding of the society, culture and diverse needs of those in the immediate and wider world in which we live.
- We invite a wide variety of visitors into school – visitors from other cultures and countries, members of the local community, parents with a special skill or talent to share.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, race (ethnicity), religion or belief, disability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement.
- "This is a school with a warm and loving Christian personality which creates the space for each person to be who they are." (SIASE 2013).
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.
- We monitor and track the achievement of groups of disadvanted children such as Special Educational Need, English as an additional language, eligibility for Free School Meals, Children in care, gender, race, religion or belief and disability.

- Pupils on dual placements are welcomed in our school; they have programmes of work tailored to meet their needs on the days they attend our school.

Promoting Equality: The ethos and culture of the school

- At Great Whelnetham Church of England Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- "Pupils at this school make excellent progress academically, spiritually, morally, socially and culturally. Achievement is seen both as a right and as an expectation." SIASE 2013.
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments are made to ensure access for pupils, staff, governors and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities).
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.
- Our Community Cohesion policy is guided by the following principles:

    - All learners are of equal value.
    - We recognise and respect diversity.
    - We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
    - We aim to reduce and remove barriers and inequalities that already exist.
    - Policies and procedures should benefit all employees.
    - We consult widely.
    - Society as a whole should benefit.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and are open to the widest pool of applicants.
- Potential employees are not discriminated against in respect of age, gender, race, disability, sexual orientation, gender reassignment or marriage/civil status.
- All those involved in recruitment and selection are trained and aware of what they should do in order to avoid discrimination and to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions.
- All supply staff and contractors are made aware of the equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related incidents and has a nominated member of staff responsible for recording and monitoring such incidents – this is the Headteacher, Mrs Kath Parkin.
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Great Whelnetham Church of England Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school.
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice.
- Encourage members of the local community to join in school activities and celebrations.
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community.
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand alone documents).
- The actions, procedures and strategies related to the policy are implemented.
- The designated Equalities Governor, Mrs Michelle May-Jones, will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality.
- Overseeing the implementation of the equality policy and schemes.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and practices.

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- To report prejudice related incidents appropriately following procedures in place as shown in the staffroom and communicated on PD Days.
- Ensuring they do not discriminate on grounds of race, ethnicity, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.
- Making reasonable adjustments for pupils with SEN and disabilities.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

This policy will be reviewed every three years or more frequently where necessary