

Shenington Church of England Primary School

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POLICY DOCUMENT

Excellence Through Endeavour
"Let your Light Shine" – Matthew 5:16

Single Equality Policy

This Equality Policy sets out the approach we use at Shenington C.E. (VA) Primary School to promote community cohesion, equality, and diversity. It covers disability, gender, and race/ethnicity in response to the statutory duties on school. At Shenington C.E. (VA) Primary School we look upon equality as a term which covers all elements of diversity which make each individual unique. We aim to provide equality and excellence for all to secure the highest possible standards for pupils' social, personal and academic achievement.

Equality Aims

- To recognise the diversity of our community and to encourage respect and tolerance for religions, languages, cultures, customs and for all.
- To provide an education which places importance on the development of the whole child, intellectually, physically, emotionally, academically and socially.
- To provide an environment where each child is encouraged to develop to the full extent of their ability.
- To encourage the partnership between home and school.
- To ensure equal opportunities between work and play, to treat all individuals fairly and to promote a culture of respect for others.

Policy into practice

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We aim to create an educational environment in which every individual is valued and can develop. As a Church of England school, Christian values underpin our attitudes and actions. To do this we:

- Use contextual data to improve ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, disability and other groups and action any gaps. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Strive constantly to raise levels of achievement and to be a school where children feel happy and secure.
- Ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND), pupil premium-eligible pupils and those for whom English is not their first language. Additional support and services will be provided for them, where reasonable adjustments are required.

- Ensure equality of access for all pupils, enabling our pupils to take as full a part in all activities, develop confidence, resilience, self-esteem, and self-discipline in order to prepare them for life in a diverse society.
- Make reasonable adjustments to ensure the school environments and activity area is accessible and welcoming as possible for pupils, staff, and visitors to the schools.
- Use materials that reflect the diversity of the school, population, local, national and global communities in terms of race, gender and disability, without stereotyping.
- Promote positive attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and expect everyone to treat others with dignity and respect. All staff are to be role-models for equal opportunities, dealing with bullying and discriminatory incidents and be able to identify and challenge prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education and all aspects of school life, including their children's behaviour and achievements.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Promote an open-door policy where dialogue between parents, staff and children is valued.
- Strive to promote values with respect and fairness, raising an awareness of equality and diversity and to seek to develop these values in our pupils promoting a school in which all members of the school are valued as part of a team.
- Strive to promote respect for other cultures, religions and beliefs, anti-homophobia, gender equality and develop an understanding of the negative effects of discrimination.
- Promote the school as a focus for the communal life of the village and church communities in which we serve through continuity of our close links.

Admissions and inclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, or socio-economic factors

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

Equal opportunities for staff

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 appointments and promotions are made based on merit and ability and in compliance with the law.

Employer Duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Equality and the law

This policy reflects the legal duties set out in the Equality Act 2010. This Act covers all types of discrimination that is unlawful. The Act makes it unlawful for discrimination against, harassment or victimisation of a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality and opportunity
- Foster good, positive relationships

As a school we understand the principle of the Act and the need to ensure those with protected characteristics are not discriminated against and given an equality of opportunity.

Protected Characteristics

As a school, it is unlawful for a school to discriminate against:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership (for employees).

The action plan at the end of this document outlines the actions the school takes to meet the general duties detailed below. To meet our general duties, the law requires us to undertake some specific duties in order to demonstrate our compliance. These duties are:

- To publish equality information demonstrating compliance.
- To prepare and publish equality objectives.

Data will be collected in relation to the protected characteristics as outlined above and data analysed to set out our objectives for equality. The data is reported to the governors by the Head Teacher including the following:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents.

As a school we recognise our duty under the Education and Inspections Act 2006 to promote community cohesion.

We also recognise that these duties reflect International human rights standards expressed in the UN Convention of Human Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

As a school we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, creating a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention, and development.
- Aim to reduce and remove existing inequalities and barriers.

As a school we:

- Prepare an equality plan.
- Assess the impact of our policies, including this one and the Equality Plan, on pupils, staff and parents by ethnicity including the achievement levels of these pupils.
- Monitor the impact our plans and policies have on such pupils, staff, and parents towards raising the achievement of minority ethnic groups.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan.

- Feedback from the three-times-yearly parent questionnaire and parents' evenings,
- Input from staff surveys or through staff meetings/INSET
- Feedback from the school council, whole school surveys and PSHE/RSE lessons.
- Issues raised in annual reviews or reviews of progress against individual targets, mentoring and support.
- Feedback at governing body meetings.

Roles and Responsibilities

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 school is 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.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, or disability.

The role of the head teacher

- It is the head teacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments 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 aspect of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- 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.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.
- All staff are aware of the school's Equality Plan
- The talents of disabled pupils are recognised and represented in Enrichment and Challenge programmes, and representation on the programmes fully reflects the school population in terms of race and gender.
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g., through involvement in the School Council by election or co-option; class assemblies; fund raising etc.
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies.
- Extended school activities such as after-school clubs consider pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability, and socio-economic status.
- Staff, pupils, parents, and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meeting, parents' evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g., ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment.
- Additional support for parents of under-achieving children (e.g., reporting progress; discussing needs).
- Additional support for parents/carers and staff to help them to play a full part in the life of the school (e.g., providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**The school will**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender, and disability, for example in assemblies, books, publications and learning materials, and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development and try to reflect the diversity of the school community in its workforce.
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute.

- Provide reasonable means for children, young people, their friends, and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Provide extended services, with opportunities for pupils, families, and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- Helping children and young people to understand others and value diversity.
- Promoting shared values, awareness of human rights and how to apply and defend them.
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity’ living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedure on anti-bullying to include equality perspectives.
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender, or ethnicity.
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis.
- Review its approach to race, gender, and disability, bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender, and disability, and use this to inform strategies to raise achievement.
- The governing body will report annually in the annual report to parents on the effectiveness and success of the Equality Plan. We will place the report alongside the plan on our website.

Tackling discrimination

Harassment on account of race, gender and disability or sexual orientation is unacceptable and is not tolerated within the school environment.

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.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/head teacher where necessary. Any incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

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. Discriminatory incidents can also refer to other personal features or factors which constitute prejudice.

A racist incident is defined as:

‘Any incident which is perceived to be racist by the victim or any other person.’

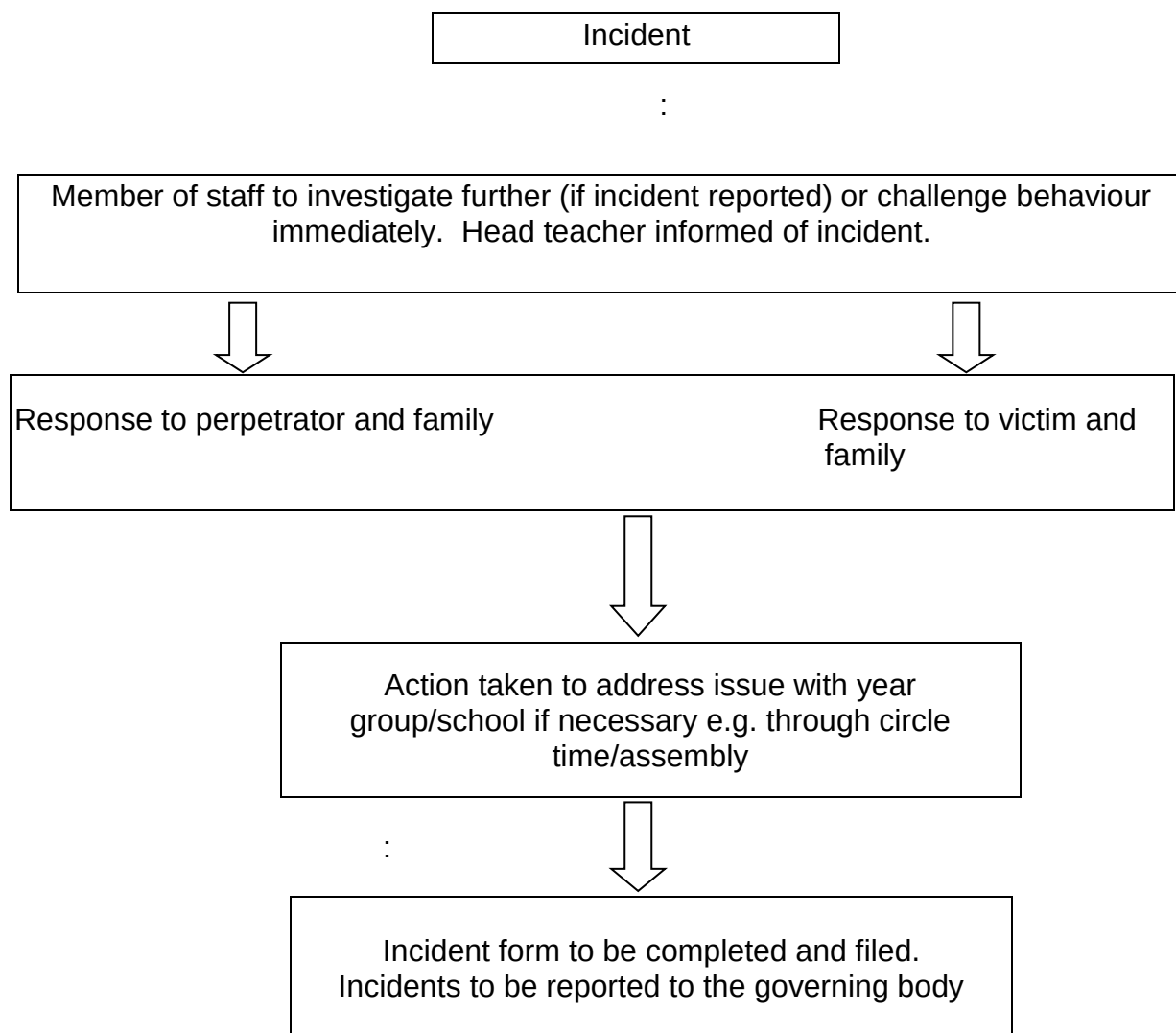
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, or gender.
- Use of derogatory names, insults, and jokes.
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Involvement of others to discriminate or bully due to a victim's race, disability, gender or sexual orientation.
- Discriminatory comments during discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g., food, music, religion, dress etc.
- Refusal to so-operate with other people on grounds of race, gender, disability, or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching, and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The agreed whole school Behaviour Policy should also be used within this process. Discriminatory incidents are referred directly to the head teacher straight away.



Review of progress and impact

The plan has been agreed by our governing body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Publishing the plan

To meet the statutory requirements to publish a Disability Equality scheme and Gender Equality Scheme we will:

- Publish our plan on the school website.

- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make sure that copies are available.

	Action	Monitor impact	Who will monitor?	Timing	Success indicators
All	Publish and promote the Equality plan through school website, newsletter and staff meetings	Question about parent awareness of Equality Scheme in annual survey	Head teacher/ designated member of staff		Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analyses by race, gender and disability	Head teacher/ governing body	Annually in Sept.	Analysis of teacher assessments/ Annual data demonstrating the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, and disability	Increase in pupils' participation, confidence and achievement levels	Curriculum lead, through history lesson plans		Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in Enrichment and Challenge programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender	Enrichment and Challenge register monitored by race, gender, and disability	Member of staff leading on Enrichment and Challenge		Analysis of the Enrichment & Challenge register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, and ethnicity	Increase the pupil participation, confidence, and positive identity. Monitor through PSHE	Head teacher		More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g., through involvement in the School Council by election or co-option, class assemblies, fund-raising etc.	School Council, Sports Council representation monitored by race, gender, disability	Member of staff leading on School Council, Sports Council		More diversity on School council and Sports Council membership

Race Equality Duty	Identify, respond, and report racist incidents as outlined in the Plan. Report the figures to the Governing Body/Local Authority on a termly basis	The Head teacher, Governing body will use the data to assess the impact of the school's response to incidents i.e., have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher/ Governing body		Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing body.
Gender Equality Duty	Monitor participation of girls who take up sport outside the curriculum requirements to see if participation rates are reflective of the school population. If not, introduce initiative to encourage this.	If needed, increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports/PE		If there is an imbalance, more girls taking up after-school sports clubs
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats.	Monitoring of applications by disability to see if material was effective	Lead Governor on SEND		More applications from disabled candidates to be school governors
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g., Diwali, Eid, Christmas	PSHE assessments	Member of staff leading on PHSE		Increased awareness of different communities shown in PSHE assessments

Policy approved by:	The Full Governing Body
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