



# Equality Policy

Rev	Date	Description
1	25/05/2016	Initial version

## Introduction

Worple Primary School welcomes the equality duties on schools and regard these as essential for achieving the five outcomes of the Every Child Matters framework. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of the core principles that 'no child is left behind'.

## Purpose

This policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes, as required by the Equality Act 2010 ("the Act").

The school implements the requirements of the Act, known as "duties", under this policy and other, related policies:

- **special education needs policy**
- **behaviour policy**
- **pay policy**
- **admissions policy**
- **accessibility plan.**

## Duties

All schools have general duties to promote race, disability and gender equality, as specified by the Act. We should also promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups.

Further to the general duties, the school must promote the three specific, public sector equality duties (PSED):

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity between different groups
- fostering good relations between different groups.

The Act obliges the school to publish:

- information to show compliance with these duties
- equality objectives, at least every four years, which are specific and measurable.

The school's equality objectives will be documented by the school development plan. An SDP initiative that describes an equality objective will be clearly marked as such.

Information that concerns our PSED compliance is published periodically in the following reports from the head teacher:

- behaviour report (published termly)
- report to governors (published termly)
- pupil premium report (published termly)
- Worples Primary School data pack (published annually).

## **Eliminating discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions and exclusions. The way we provide education for our pupils and the way we provide access to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils, designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The governing body ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **Behaviour, exclusions and attendance**

Our **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## **Addressing prejudice and prejudice-based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example antisemitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at the school and how we dealt with them. We review this data termly and take action to reduce incidents.

## **Advancing equality of opportunity between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We work in partnership with parents and carers to identify children who have a disability.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity
- on the proportion of pupils identified as having a special educational need or disability and by their principal need or disability
- by year group, in terms of ethnicity, gender and proficiency in English
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able". We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### **Positive action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

### **Fostering good relations between different groups**

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, e.g. Black History Month or Deaf Awareness Week.

### **Responsibilities of the governing body**

The governing body will:

- monitor the implementation of the policy to check progress and assess impact on staff, pupils and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation

- receive and discuss regular reports on progress and performance
- check that the implementation of the policy achieves improved outcomes for groups who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

## **Responsibilities of the head teacher**

The head teacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents, carers and any other interested stakeholders are aware of this policy and their roles and responsibilities in implementing this policy
- monitor to ensure effective implementation of the policy
- provide regular data to allow governors to monitor accordingly
- allocate appropriate responsibilities, and provide suitable training and development for staff.

## **Responsibilities of the senior leadership team**

The senior leadership team will:

- support staff to carry out their role in implementing this policy
- provide effective leadership on equality, inclusion and community cohesion
- ensure the policy is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation.

## **Responsibilities of all staff**

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to:
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

All staff will also ensure that students are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:

- promote equality, inclusion and good community relations
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.