

Church Langton CE Primary School



Equality Policy

Approved by Governors (date).....

Signed on behalf of the Governing Body.....

Chair of Governors

The Equality Policy of Church Langton C of E Primary School brings together all previous policies and schemes around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. Our

To be reviewed:

school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between groups.

The three areas of the Equality Policy that schools are expected to report on are:

1. Eliminating discrimination and other conduct that is prohibited by the Act

Church Langton C of E Primary School publishes a range of policies related to eliminating discrimination and other prohibited conduct including:

- Equality Policy
- Anti-bullying Policy
- Behaviour & Discipline policy
- Special Educational Needs Policy

In the Governing Body meetings, Governors are reminded of their responsibilities under the Act and these policies are reviewed as part of the whole school policy review cycle. All equality issues are reported to the Headteacher and investigated. Racist incidents are reported to the local authority on an annual basis.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Our school policies state ways in which our school:

To be reviewed:

- a) Removes or minimises disadvantages suffered by particular groups, e.g. disabled pupils or ethnic minority pupils.
- b) Taking steps to meet the particular needs of group of pupils, eg. EAL pupils and pupils with
Speech and Language difficulties are supported in the classroom
- c) Encouraging particular groups of pupils to participate fully in activities, e.g. afterschool clubs, representing the school as part of sports teams and school performances.

Analysis of attainment and progress data, including ASP (Analyse School Performance), includes the identification and tracking of 'vulnerable' groups, to ensure their needs are met and where necessary to put in place other provision or intervention to meet their needs.

The Headteacher reports annually on the number of racial incidents as part of her Headteacher's Report to Governors.

Analysis of 'vulnerable' group participation in after-school clubs needs to be undertaken to demonstrate the impact of our policies and to identify any areas where further action would be appropriate.

3. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Through our curriculum, assemblies, SEAL, pastoral work and extra-curricular opportunities our school seeks to promote tolerance, understanding of different cultures and religions, as well as friendship.

From Foundation Stage onwards children learn about special events and times in a range of ways through for example themed days and RE lessons. Educational visits have taken place to a range of religious buildings in the local area.

The Role and Responsibilities Within our School Community

Our Headteacher will:

To be reviewed:

- ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Rapid Improvement Plan (RIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the RIP

Our pupils/students will:

- be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability.
- Learn about issues of equality and discrimination in SRE lessons.
- Explore the issues of equality and discrimination in P4C lessons
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

To be reviewed:

- be given accessible opportunities to become involved in the development of the Equality Policy
- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy
- teach P4C lessons that explore equality and discrimination
- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Equality Policy
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

To be reviewed:

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. We have disabled access, disabled toilet and signing in table. We offer a hearing loop. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our pupils.

Responding to Hate or Prejudice-based Incidents and Bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, Monitoring and Reviewing

This policy was published in September 2019. It will be actively promoted and disseminated, through our website. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

To be reviewed:

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

To be reviewed: