



Bramley Church of England Primary School

Equality Policy

APPROVED

Date:

Governors Signed _____ Date: _____

Staff Signed _____ Date: _____

Next Review Date

Equality Policy Race Equality, Disability Equality, Gender Equality & Equal Opportunities Policy

Introduction

Our School believes that mutual respect and tolerance amongst staff and pupils is fundamental. Equal opportunities are central to, and inseparable from, high quality education. A culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

School Vision

Bramley C of E Primary School will be a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a love of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future who see themselves as lifelong learners with the skills, understanding and resourcefulness to achieve personal fulfilment.

The following principles inform and guide our work:

- We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.
- All pupils and staff have the right to be accorded equal worth irrespective of gender, race or ethnic origin, religious creed, colour, sexual orientation or disability.
- All pupils and staff should have the opportunity to fulfil their potential so that no one is treated less favourably, whatever their background, identity or circumstances; and reasonable adjustments are made to accommodate individual need.
- The ethos of the school is one where prejudice and discrimination are challenged, stereotyped expectations are avoided and self-worth is promoted.
- The school works with the guidance provided by the Code of Practice on the duty to promote race equality (Commission for Racial Equality 2002) (see Race Equality Section below).

- The school works with the guidance provided by the Disability Discrimination Act Code of Practice (2002) and the definition of disability as – *‘physical or mental impairment that has a substantial and long-term adverse effect on one’s ability to carry out normal day-to-day activities’*. (see Disability Section below).

For staff and prospective staff, this policy should be read in conjunction with the school’s Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

The school welcomes the latest legal changes which require us to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. We acknowledge that as providers of education we have an essential role to play in ensuring that boys and girls have fair access to all areas of the curriculum.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their background

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have

- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We intend that our policies, procedures and activities should promote:
 - positive attitudes and interaction between groups and communities different from each other
 - an absence of harassment, victimisation and discrimination in relation to any protected characteristics
4. We observe good equalities practice in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement (currently being re-evaluated and will be available from April 2012).

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Curriculum and Pupils

Equality of opportunity is promoted and reinforced by:

- The delivery of the school curriculum agreed schemes of work and learning objectives.
- Our planning takes into account the differing needs of pupils and their progression.
- Differentiation of teaching methods, tasks and assessment criteria.
- The development of an enrichment scheme to extend and enhance the learning of our more able pupils.
- The provision of individual and small group support for pupils with learning difficulties.
- The pastoral curriculum and ethos which promote self-discipline, self-esteem and self-motivation.
- The provision of opportunities for pupils to take responsibility, reinforced by the Rights, Respect and Responsibility programme.
- The PSHE (Personal, Social, Health Education) and Citizenship Programmes.
- The monitoring and analysis of pupil groupings.
- The monitoring of pupil performance with appropriate feedback and target setting.
- Our practice in relation to pupil progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to staff .
- Our care, guidance and support to pupils, their families and staff.
- Our policies and practice in relation to pupil behaviour, discipline and exclusions.
- Administrative structures which ensure access to relevant information about pupils' personal circumstances.
- The maintenance of confidentiality and systems to ensure this.

- Our partnership working with parents and carers.
- Our contact with the wider school community.

Resources

Resources should reflect an awareness of human diversity. They will endeavour to:

- Represent positive images of all people in society, including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Reflect a variety of viewpoints.
- Represent accurately the history of women, men, other cultures and societies.
- Present a balanced view of social and economic relations in the world.
- Include materials to raise awareness of equal opportunity issues.

Resources and equipment will be equally accessible to all pupils, regardless of gender. Specialist equipment will be made available to support the learning of pupils with special needs, as appropriate and as detailed in the Individual Education Plan devised for such pupils.

Language

Prejudice can be manifested in the schools' attitude towards the use of language. We respect the diversity of expression and language used by people from different cultures and geographical areas.

We also recognise that the inability to use language effectively and appropriately can impede equality of opportunity.

We recognise that it is important at Bramley C of E Primary School that all members of the school community use language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups of people
- Creates the conditions for all people to develop their self-esteem
- Uses correct terminology in referring to particular groups of individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

This means that all staff have a responsibility to focus on the teaching and practice of effective written and verbal communication skills.

We will ensure that:

- All pupils' and staff names are spelt and pronounced correctly.
- Staff are made aware of the correct names and titles of parents.

All documentation produced by the school, for both internal and external audiences, will support principles of equality by the use of generic terms (e.g. Headteacher) and the balanced use of he/she as the subject.

Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Staff

It is acknowledged that Hampshire County Council is an Equal Opportunities employer. The school will do their utmost to meet this requirement. In pursuing this policy in support of the aims of the school, we recognise that:

- Diversity amongst staff should be viewed positively.
- In all staff appointments, the best candidate should be appointed, regardless of age, gender, cultural background etc. This means that the only personal characteristics taken into account should be those which, as well as being consistent with relevant legislation, are necessary for the requirements and proper performance of the work involved.

Appropriate In-Service Training will be offered to ensure that:

- Staff recognise the existence and effects of discrimination and prejudice.

Incidents are dealt with appropriately in accordance with school policies.

Race Equality

Context

Our School is committed to taking a proactive and sensitive approach to the promotion of race equality regardless of the present racial mix in the school.

Aims

The aims of our Race Equality & Disability Policy are to build on the schools' core values and ethos in general and in particular are designed to promote inclusivity and harmony and to challenge discrimination.

We are committed to:

- Making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued.
- Preparing pupils for life in a diverse society and world.
- Developing in pupils a sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities.
- Ensuring that an inclusive ethos is established and maintained.
- Ensuring a belief in racial equality and rejecting racism in all areas of school activity.
- Ensuring that acceptance of racial equality is an integral part of all planning and decision making within the school.
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.
- Respecting and valuing linguistic, cultural and religious diversity in the (wider) community.

Leadership, management and governance

Commitments

The ethos of the school, the policies that are set and the procedures that are used to carry them out are designed by the schools' leaders to deliver the aims. Specifically, the policies, procedures and curriculum of the school is organised by the Senior Leadership Team to promote race equality.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented.

The Executive Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team are responsible for co-ordinating racial equality work and dealing with reported incidents of racism and racial harassment.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

Policy Planning and Review

We will ensure that the above principles and procedures feature in all policies and practices, in particular:

- Pupils' progress, attainment and assessment, including ethnic monitoring.
- Behaviour, discipline and exclusions.
- Pupils' personal development and pastoral care.
- Teaching and learning.
- Admissions and attendance.
- The content of the curriculum.
- Staff recruitment and professional development.
- Partnerships with parents and communities.

Implementing the Policy

We will ensure implementation of the policy through action planning through the School Improvement Plan, monitoring and evaluation with the Governing Body and the school self-evaluation system and processes.

Monitoring and Evaluation

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy and report initially to the Full Governing Body.

The progress and targets of ethnic minority pupils will be monitored. The Racial Incidents Analysis Report is completed and sent to County annually.

School analysis and reviews will include race equality impact questions and be used to inform planning and decision making.

Results of reviews, monitoring and assessments will be made available to parents and the community through newsletters and the reports to parents, where appropriate.

Statement of Core Values relating to Race Equality

We will strive to ensure that a sense of race equality is built into other school policies in the following ways:

<p>Marking and Assessment Attainment and progress data will be monitored by ethnicity. Trends and patterns will be identified. Supportive action will be taken to tackle any underachievement. We will endeavour to ensure that assessments are free of cultural bias.</p>	<p>Admissions & Attendance We will ensure that admissions criteria are open to all and administered consistently and fairly. Pupil attendance will be monitored by ethnicity and we will liaise with EWS as appropriate.</p>
<p>Behaviour and Exclusions Patterns of rewards and sanctions will be analysed by ethnicity. Exclusions will be monitored by ethnicity. Re-integration of excluded pupils will take account of any specific cultural/linguistic needs. We will be sensitive to any cultural and linguistic differences in dealing with behaviour.</p>	<p>Personal Development & Pastoral care We will ensure that we are open and sympathetic to specific religious and ethnic needs of groups/individuals. Support for the victims of racist incidents will involve counselling where necessary. We will facilitate the need for pupils to observe religious requirements in relation to worship.</p>
<p>Curriculum Our schemes of work ensure that the principles and practice of diversity and race equality are integrated into teaching and learning.</p>	<p>Racism & Racial harassment Our policy on racist incidents will ensure that racist incidents are reported, investigated and recorded in line with recommended practice.</p>
<p>Partnership with parents and communities We will take active steps to ensure that ethnic minority parents are encouraged to become involved in the school. Participation will be monitored. (e.g. parents evenings). We will endeavour to make links with community groups and more isolated minority ethnic families. Where an extended stay in a family's country of origin is known in advance, we will look towards support strategies to continue a pupil's education and identify, with parents, potential benefits and disadvantages for the child. Staff will be made aware of pupils' religious, cultural and linguistic heritage.</p>	<p>Staff recruitment & professional development We will ensure that our recruitment policy:</p> <ul style="list-style-type: none"> • does not discriminate against minority ethnic groups. • takes appropriate action to seek staff and governors from a diversity of backgrounds. <p>Where necessary training will be given on race equality. A commitment to equality issues will be a criterion for the selection of new staff. All staff have access to professional development opportunities and this will be monitored. We will ensure that any ethnic minority staff have access to appropriate support. Issues of race equality and cultural diversity will feature in staff training and meetings. Applications and employment will be monitored by ethnicity.</p>
<p>Teaching & Learning Teaching methods & styles will take account of the diversity of pupils needs. Teaching methods will encourage positive attitudes to diversity and race equality. Teachers will model this in their behaviours</p>	<p>Teaching & Learning We will avoid stereotypical assumptions about pupils' abilities and aptitudes. We will use a range of intercultural resources to stimulate learning and promote high standards.</p>

and interaction with staff and pupils. All pupils will be aware of high expectations.	
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Disability Discrimination

We will work with the definition of 'Discrimination' as 'less favourable treatment' or 'failure to make reasonable adjustments' as defined in the Code of Practice (2002).

Lack of Knowledge and Confidentiality

Lack of knowledge of a disability will not be used as a defence and the school will take all reasonable steps to keep themselves informed of disabilities in their pupil and staff groups. The school will nevertheless respect requests for confidentiality on the part of parents, pupils or staff.

As stated above, the School works with the guidance of the Code of Practice (2002). The School will not discriminate on the grounds of disability:

- In relation to admissions
- In relation to education and associated services
- By excluding a pupil.

Admissions

The schools' admission policy and its operation will not discriminate against the disabled. This includes the terms on which admission is offered as well as the offer itself.

Education and Associated Services

The code offers guidance as to what constitutes 'education and associated services' but in general the school will not discriminate in the operation of any of its activities.

Exclusions

The school will not exclude a pupil for any reason relating to a disability.

Complaints

The school has an agreed complaints procedure, which will be followed. If matters raised as concerns are not resolved by the class teacher or Senior Leadership Team, parents may wish to contact the school through the formal Complaints Procedure.

This policy should be read in conjunction with all other school policies, in particular Special Educational Needs, Able Child, Admissions, Behaviour, Teaching, Learning and Assessment.

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Date approved by the Governing Body:

Date for policy review: Every 4 years coinciding with a review of Equality Objectives (Appendix B)

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