



BRAMCOTE C of E PRIMARY SCHOOL

EQUALITY POLICY

July 2014

At Bramcote C of E Primary School our aim is to provide learning experiences of the highest quality. We want all children to become successful learners, make good progress and attain as highly as they are able, whilst fostering curiosity and enjoyment in the world around them, developing a sense of belonging within the school community and being able to experience "Life in all its Fullness".

In order to achieve this aim, our Equality Policy sets out principles, aims and behaviours which underpin and promote a school community where everyone is welcomed, valued, supported and enabled to succeed.

Guiding principles

In fulfilling the legal obligations referred to below, we are guided by seven principles.

Principle 1: All learners are of equal value

We view all learners and potential learners as having equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: We observe good equalities in staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

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

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

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

SCHOOL CONTEXT

Bramcote C of E Primary School serves a wide range of pupils from and around the local community of Bramcote. Parents who choose to send their children to us accept that we are a Church school, however we do not discriminate against children from other faiths.

In 2011/12 there are 173 children on roll. There are above national average learners who come from minority groups, we have below national average numbers of children on free school meals.

Our school data analysis shows that the girls outperform the boys in all year groups. The performance of children from other ethnic backgrounds, with English as an additional language and who have free school meals is consistently at least in line with other learners.

Legal duties

We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy should be read alongside the following school policy statements:

- Disability Equality Duty
- Race Equality
- Gender Equality

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity are embedded as far as is possible in all areas of the curriculum. Pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. in an age-appropriate way. Subject planning is kept under review by the subject leaders, who also audit and develop the resources available for that subject. We aim to ensure that resource materials reflect both the diversity of the school, the local community and wider society as a whole.

The progress of all children is tracked throughout the school and is used to inform planning for individuals and groups. A full summary analysis of achievement and attainment is compiled annually which is shared with staff and governors, highlighting the progress and attainment of not only the cohort, but also groups in terms of gender, ethnicity, EAL, FSM and SEN.

Ethos and organisation

We ensure that the 7 principles apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- teaching styles and strategies
- inclusion
- admissions, induction and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

"Any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason" is categorised as a prejudice related incident.

Our school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties and our guiding principles:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities
- prejudices reflecting sexism and homophobia.

We take our obligations to address prejudice seriously and follow agreed LA procedures for identifying, assessing, recording, reporting and dealing with prejudice-related incidents. Such incidents are also reported annually to the Governing Body.

Staff receive refresher training at the beginning of each academic year.

Roles and responsibilities

The **governing body** is responsible for:

- Ensuring that the school complies with all equality legislation
- That this policy and its related procedures and strategies are implemented.
- The **member of the governing body** with responsibility for monitoring the implementation of this policy and the Action Plan is Cindy Jones.

The **headteacher** is responsible for:

- Ensuring that the policy and its related procedures and strategies are implemented in the day to day running of the school
- Ensuring that all staff are aware of their responsibilities under the policy
- Ensuring that all staff receive appropriate training and support so that they can fulfil their responsibilities
- Taking disciplinary action against staff or pupils who discriminate according to race, gender, ability or belief
- Monitoring and reporting incidents of discrimination or harassment
- Ensuring all visitors and contractors comply with the school's equality policies

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- report all such incidents to the headteacher
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- attend training as appropriate

Teaching staff are responsible for:

- ensuring that children from all groups within the school have full access to the curriculum
- promoting equality and diversity in their teaching

INFORMATION AND RESOURCES

This policy has been shared with all staff and governors. This policy is available to parents on request and can be discussed with Headteacher if needed.

Relevant information is collated annually and reported to governors annually by the headteacher in her report for the summer term. Other stakeholders have access to this information via published governing body minutes.

STAFF DEVELOPMENT AND TRAINING

Training needs are identified through data, monitoring of day-to-day practice and staff performance reviews.

All staff have received equality awareness training from the LA and this is refreshed in-house at the beginning of each school year, alongside the Child Protection, Teaching and Learning and Behaviour and Bullying policies.

New staff receive training as part of their induction and any trainee teachers who work in our school.

BREACHES OF THE POLICY

Any breaches in the implementation of the policy identified by the school are dealt with according to the Nottinghamshire staff disciplinary procedures adopted by the governing body.

Complaints from parents are dealt with according to the published Complaints Procedure. Which can be obtained from the school office.

MONITORING AND EVALUATION

The impact of the policy will be measured through the monitoring of curriculum planning, pupil progress tracking and end of year achievements and attainment of all pupils by the senior management team.

Data pertaining to all groups will be analysed and reported to the governing body annually.

All available information will also be evaluated against the school's stated equality objectives. Issues arising will be incorporated into the schools' annual School Improvement Plan, training plan and staff performance objectives if appropriate.

Parents and children will be consulted through the termly newsletters and School council meetings.

The policy will be reviewed annually.

DATE OF APPROVAL BY GOVERNING BODY:

This policy was approved by the Pupil and Personnel Committee July 2014.
And will be ratified by the full governing body at its meeting in November 2014.