

Graveley Primary School A Church of England (VC) School



Equality Policy

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1: Vision and Values

Our equality vision and the values that underpin school life

Introduction

This policy reflects the School's commitment to meeting the Equality Act (2010), and is supplemented by a number of policies which evidence our approach in specific areas; this includes, but is not limited to our Accessibility Policy and Plan, Special Needs Policy and employment policies.

The Governing Body expects that all member of the school community including parents/carers, pupils, visitors and contractors will be committed to this policy and will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

The policy sets out how our practice and policies will have due regard for our general duty under the Act, and the need to:

1. eliminate unlawful discrimination, harassment and victimisation;
2. advance equality of opportunity for students, staff and others using school facilities; and,
3. foster good relations between persons who share a protected characteristic and those who do not.

The policy encompasses the following protected characteristics.

- disability
- gender
- ethnicity and race
- gender identity and reassignment
- religion and belief
- sexual orientation
- pregnancy and maternity

In respect of our duty as an employer it also encompasses these protected characteristics

- age
- marriage and civil partnerships

Most importantly the policy underpins the schools commitment to ensuring that a school culture and ethos are established, maintained and developed which;

- Celebrates diversity / equality and achievement.
- Promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups and religions.
- Listens to and involves pupils, parents, carers and staff.
- Communicates behaviour expectations and challenges prejudice.

- Ensures that it welcomes applications for school places and jobs from all sections.
- Tackles prejudice and promotes understanding.
- Promotes Christian values which acknowledge that every one of us is made in the image of God and loved unconditionally by God.

Mission Statement

As a Church of England school, Christian values are at the heart of our teaching and learning and are demonstrated in the relationships within the school and with the community. The aim of our school is to fully develop every child intellectually, morally, spiritually and physically. We shall provide a high quality, creative and challenging curriculum within a secure, caring and happy environment, where every child experiences a sense of enjoyment. We shall provide excellence in leadership and teaching in order to achieve these outcomes.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Gravelly School is a small village School serving the local village and nearby towns. It has four classes of mixed age groups, including children in the early years' foundation stage. Most pupils are from white British backgrounds with a proportion from a number of ethnic minority groups. A few pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is currently above average. The attainment of children on entry to the school is wide ranging.

Due to the small numbers involved a detailed breakdown is not published where to do so would be likely to enable an individual to be identified, this is in-keeping with the requirements of the Data Protection legislation. The school does monitor characteristics in order to assess the effectiveness of its policy.

3: Legal Background

The duties that underpin our policy and objectives

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

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

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set one or more specific measurable equality objectives that further the aims of the equality duty every four years.

Guiding principles

In fulfilling our legal obligations we are guided by the following principles:

(1) *All learners are of equal value*

We see all learners and potential learners, and their parents and carers, as of equal value

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender identity
- Whatever their religious or secular affiliation or beliefs
- Whatever their sexual identity

(2) *We recognise and respect difference*

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies procedures and activities must not discriminate, but must nevertheless 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 identity so that different needs and experiences of all, however they identify, are recognised
- Religion, belief or faith background
- Sexual identity

(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 people with disabilities, good relations between disabled and non-disabled people, and no tolerance of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities of differing ethnicity, culture, religious affiliation, national origin or nationality, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

(4) *We observe good equalities practice in staff recruitment, retention and development*

We ensure that policies and procedures support all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they have disabilities.
- Whatever their ethnicity, culture, religious affiliation, or nationality.
- Whatever their gender and sexual identity, and with respect for legal rights relating to pregnancy and maternity.

(5) *We aim to reduce and remove inequalities and barriers that already exist*

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:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Genders and gender identities.

(6) *We consult and involve appropriately*

Where people may be affected by a policy or activity, we consult with relevant groups and individuals in policy design and review.

Disability

Schools must make reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

Provision for disabled pupils may be linked with provisions for pupils with special educational needs. *See SEN Policy*

The School will implement and maintain an accessibility plan which aims to:

- increasing the extent to which pupils with disabilities can participate in the curriculum;
- improving the physical environment of schools to improve access for all.
- improving the availability of accessible information.

4: Roles and Responsibilities

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy and associated objectives.

The Headteacher retains overall responsibility for ensuring that the associated action plans are delivered effectively. Responsible staff will report to the Headteacher on actions and progress annually. There will be an annual report on equality and diversity to the governors at a Full Governing Body meeting.

All staff are responsible for implementing and delivering identified actions from the plans both as employees and as it relates to their area of work.

The school's plans and objectives will be aligned with the School Development Plan. Implementation will be monitored within the school's self-evaluation and other review processes.

We will publish information annually, to show how we meet the general equality duty:

- A qualitative summary of our activity over the past year in addressing the general equality duty.
- Where such information will not identify individuals, provide statistical information on protected characteristics among pupils and staff.
- Where such information will not identify individuals provide a summary of academic attainment and progress for our children broken down by protected characteristics.

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies.
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies and related plans.

- Highlight good practice and promote it throughout the school and wider community.
- Provide appropriate role models for all managers, staff and pupils.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out the letter and the spirit of the statutory duties.

The Headteacher and senior staff will:

- Initiate and oversee the development, review and be accountable for the effective implementation of equality policies and procedures.
- Consult pupils, staff and stakeholders in the development and review of the policies.
- Ensure the effective communication of the policies to all pupils, staff and stakeholders.
- Ensure that managers and staff are trained as necessary to carry out the policies.
- Provide appropriate role models for all managers, staff and pupils.
- Highlight good practice from staff and pupils.
- Provide mechanisms for the sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out its statutory duties effectively.
- Behave in accordance with the school's policies, leading by example.
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary).
- Contribute to managing the implementation of the school's equality policies and objectives.

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews.
- Raise issues with line managers which could contribute to policy review and development.
- Maintain awareness of the school's current equality policies and procedures.
- Implement the policy as it applies to staff and pupils.
- Behave with respect and fairness to all colleagues and pupils.
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents.

5: Engagement

We welcome and encourage the participation and involvement of people from broad and diverse backgrounds and of different abilities in developing our equality policy and action plan.

When deciding what to do to tackle equality issues, we are keen to consult and engage different groups of people. These include people affected by our decisions – parents, pupils, staff, and members of the local community. It includes people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included either explicitly or implicitly within the information we publish showing how the duty has been addressed.

6: Using information: Equality Impact Assessment data and other information

Equality Impact Assessment (EQIAs)

EQIAs help us to assess whether what we are planning may have a different impact on one or more particular group (positively or negatively) EQIA's help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
- We value more qualitative information which may be given to us through a variety of mechanisms, including from children or parents directly

7: Our School's Equality Objectives

How our school's equality objectives were chosen.

Graveley School recognise that it has a high number of children with SEND and want to ensure these children receive high quality interventions that will help them progress and achieve. Other factors considered have been the wider societal perceptions and perspectives around outcomes for white and non-white children. This is especially important for our school in having children from a mix of racial backgrounds.

Our School's Equality Objectives

- Ensure Children with and without SEND make consistent academic progress
- Ensure Children from all ethnic groups achieve consistent academic progress

8: Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	Responsibility	Measurable success Indicator	Timing	Review date	Progress
Continue to embed the school vision and values	Gender equality, Religion or Belief	Head Teacher & School Staff	developing respect and empathy for people of other faiths, cultures and beliefs	On-going	Autumn 2020	
Increase pupil, staff and governor awareness of legal and human rights	Gender, race and ethnicity	Head Teacher & School Staff	Active participation in <i>Connected Classrooms</i> across the school	Ongoing	Autumn 2020	
Ensure the curriculum and school life demonstrate equality of opportunity for all	All					
Narrow the attainment gap between SEND and Non SEND Pupils	Disability	Head Teacher & school staff	Pupil Progress data will reflect show less of a gap	On-going	Autumn 2020	
Ensure any attainment gap between boys and girls reflects individual ability	Sex	Headteacher and school staff	Stereotypical assumptions are not allowed to mask assessment or progress			
Provide High quality and targeted interventions for SEND children	Disability		Increase in number of pupils who make progress in line with their peers	On-going	Autumn 2020	