



ST BOTOLPH'S CE (AIDED) PRIMARY SCHOOL



# ST BOTOLPH'S CHURCH OF ENGLAND PRIMARY SCHOOL

## Equality Policy May 2018

Review Body:	FGB
Leadership Group Responsibility:	Head Teacher
Type of Policy:	Non- Statutory
Review Period:	3 yearly
Adopted:	May 2018
Next Review:	May 2021

### **Introduction**

St Botolph's is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Our Christian values of respect, responsibility and resilience lie at the core of all we do at St Botolph's and underpin the purpose of this policy. We expect everyone at St Botolph's to show respect for each other, be resilient in their day to day life and take responsibility for their own actions.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties 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.

### **Our approach to equality based on the following seven key principles**

- 1. All learners are 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 or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve their highest potential.

7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). These protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **What we are doing to eliminate 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 for pupils to benefits, facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level on non-disabled pupils and stop disabled children being placed at a disadvantage compare to the non-disabled peers.
- The Head Teacher 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 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**

The school Policy takes full account of the new 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
  
- prejudices around gender and sexual orientation, including homophobic attitudes

We define racism as a belief that members of some races are superior or inferior to others. At St Botolph's we create a culture and ethos in which everyone feels safe and valued. We try to engender a sense of belonging amongst every member of the school community. We celebrate cultural and ethnic diversity.

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 our school and how we deal with them. We review this data termly and take action to reduce incidents. (See appendix two – Procedure for dealing with prejudice based incidents)

#### **What we are doing to advance 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 have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission meetings.
- We collect data and monitor progress and outcomes of different groups or 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 numeracy skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity
- on the % of pupils identified as having a special educational need and/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 publish an analysis of standards reached by different groups at the end of each key stage:

- White British FSM and non-FSM
- Ethnicity/FSM/non-FSM
- EAL
- All SEN
- SEN School Action and SEN statement
- SEN statements
- Children in Care

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

- 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.

### **Positive Action**

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

### **What we are doing to foster good relations**

- 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 through PSHE and citizenship and 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, eg Black History month.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, we:

- Review relevant feedback from the annual parent questionnaire, parents' evenings, parent-school forum and/or focus meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.

### **Publishing Equality Objectives**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Our Priority Outcomes for 2015-2018 are:

**Priority outcome 1: Race**

- Promote equality of opportunities
- Promote good relations between people of different racial groups

**Priority outcome 2: Disability**

- Promote equality of opportunity between disabled and other people;
- eliminate discrimination and harassment; promote positive attitudes to disabled people;
- encourage participation by disabled people in public life and take steps to meet disabled people's needs, even if this requires more favourable treatment.

**Priority outcome 3: Gender and Sexuality**

- Eliminate unlawful discrimination and harassment on the grounds of sex and promote equality of opportunity between women and men.

**Priority outcome 4: Age**

- Eliminate unlawful discrimination and harassment on the grounds of age
- Promote age equality

**Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

*Governing Body*

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A Monitoring Pair is responsible for the implementation of this policy.

The Governing Body keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (surveys).

### *Head Teacher*

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

### *Teaching and Support Staff*

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

### **Equal Opportunities for staff**

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure that wherever possible the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and Reviewing the policy**

We review the information about equalities in the policy annually and make adjustments as appropriate.

**Disseminating the policy**

This Equality Policy along with the Equality Objectives is available

- On the school website
- As a paper copy on request
- In the staff handbook
- As part of induction of new staff

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Chair of Governors

Signed: Head Teacher

Date:

**APPENDIX ONE**

**Check list for school staff and governors**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there are trends or patterns that indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Anti-Bullying Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible to pupils, staff and visitors to the school
- Open mornings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled

## **APPENDIX TWO**

### **Procedure for dealing with prejudice based incidents.**

- 1) Teaching and non-teaching staff should be aware that prejudice may be perpetrated by an individual or group of children and can take different forms e.g.
  - Verbal abuse – name calling, insults, taunts etc
  - Written abuse and vandalising of belongings
  - Attacks on personal property or offensive gestures
  - Constant unfounded complaints against another child
  - Refusal to work or play with particular children
  - Physical abuse or threats
- 2) In dealing with such incidents it is essential that the member of staff challenges beliefs and views of the child or group who have carried them out. In this way the education and understanding that another person has the right to equality and freedom from harrassment will be effective
- 3) The child's behaviour should then be dealt with according to the Behaviour Management/Anti-Bullying Policy
- 4) The Senior Leadership Team must be informed immediately for all types of prejudice incidents which will be recorded in the Senior Leadership Team Behaviour log (kept in the Head Teacher's Office)
- 5) Incidents will be coded
  - B – Bullying
  - R – racist
  - H – homophobic
  - G – general
 A number (and percentage) for each type of incident will be reported to governors via the Head Teacher Report ( 3 times a year)
- 6) Governors will be informed of details of incidents if they are leading towards a fixed term exclusion or if an exclusion has been issued.
- 7) A sensitive approach in dealing with prejudice incidents should leave the child who has been harrassed feeling that the incident has been dealt with fairly and that they feel supported by that adult. The Senior Leadership Team will decide wheter or not to inform the parents of the children involved.
- 8) It is through a proactive approach to implementing these procedures and policies that children's education will be fair, safe and secure and encourage them to be good citizens themselves
- 9) All adults involved will lead with the philosophy that St Botolph's School will educate our children that we all have equal rights and opportunities regardless of gender, sexual orientation, special educational needs, disability, race, religion or belief.

THE SCHOOL'S ROLE IS TO EDUCATE OUR CHILDREN