

COALWAY COMMUNITY INFANT SCHOOL

EQUALITY POLICY

Introduction & Ethos

This policy has amalgamated all of the protected characteristics covered in the Equality Act 2010 into one Single Equalities Policy for Coalway Community Infant School.

This policy outlines the commitment of staff and Governors to promote equality, diversity and human rights. Our ethos is that everyone is welcome and diversity in the school is celebrated. Our aim is to provide fairness for all involved in the school community and to ensure that there is no discrimination on the grounds of **the protected characteristics** of:

- Sex
- Disability
- Race
- Religion or belief
- Sexual orientation
- Gender *identity/reassignment*
- Pregnancy or maternity
- Marriage and civil partnership
- Age (*in relation to employees- not applicable to pupils*).

In addition, the school will not discriminate on the basis of language, lifestyle, cultural or socio-economic background, physical appearance, or immigration status.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, promoting equality and to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.

We believe that equality should permeate all aspects of school life at Coalway Community Infant School and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe and valued. At Coalway, equality is a key principle and we respect and celebrate each other's differences and identities.

This policy describes how our school is meeting its statutory duties. It provides information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Key Principles

Our approach to equality is based on the following key principles:

1: All members of the school community 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 diversity. 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. We believe that every pupil should be helped to develop a sense of personal and cultural identity that is receptive and respectful towards others identities.

3: We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities that are 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 aim to develop the knowledge, understanding and skills that pupils need in order to participate in Britain's multi-ethnic society and in the wider world.

6: We observe good equalities practice in staff recruitment, retention and development. 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.

7: We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential. We believe that every pupil should have opportunities to achieve the highest possible standards and the best possible outcomes for the next stages of their education and life. We work to raise standards for all pupils, including the most vulnerable.

Roles and Responsibilities

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

The Governing Board

The Governing Board is responsible for ensuring that the school complies with the relevant equality legislation (primarily the Equality Act 2010) and that this policy and any related procedures and action plans are implemented. The SEND Link Governor is responsible for the review of this policy. Every Governing Board Committee keeps aspects of the Equality Duty under review, for example in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

In conjunction with the Headteacher, the Governing Board are responsible for making sure that they publish information to demonstrate how they are complying with the Equality Duty. They also ensure, on an annual basis, that they review and publish one or more Equality objective (see Appendix 2).

The Headteacher

The Headteacher is responsible for ensuring that the Equality Policy and its procedures are implemented and reported to Governors. They will ensure a curriculum is provided that promotes equalities and monitor its impact. The Headteacher will provide regular reports to the Governing Board on racist, homophobic and transphobic incidents, disability bullying or faith incidents and Prevent incidents. The Headteacher will ensure that all staff are aware of their responsibilities and receive appropriate training and support to carry these out. They will provide updates on equalities legislation and the school's responsibilities in this regard. The Headteacher is also responsible for taking appropriate action in cases of harassment, victimisation and discrimination, including hate-crime. The Headteacher works alongside the Deputy Headteacher to co-ordinate and review the implementation of the policy and to monitor outcomes.

Teaching and Support Staff

All teaching and support staff are responsible for:

- Promoting equal opportunities and inclusion
- Promoting an inclusive and collaborative ethos in their classroom and the school environment
- Planning and delivering a curriculum that reflects the principles of this policy, for example in providing materials that give positive images in terms of race, gender and disability
- Challenging prejudice and discrimination
- Recognising and tackling bias and stereotyping
- Dealing fairly and professionally with any prejudice-related incidents that may occur
- Fostering good relations between different groups and those who do not share the protected characteristics
- Keeping up-to-date with equalities legislation, training opportunities and best practice
- Maintaining the highest expectations of success for all pupils and supporting different groups of pupils in their class through differentiated planning and teaching.

Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equality and comply with the duties as set out in this policy.

General Duties

Coalway Community Infant School welcomes its duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

Eliminating Discrimination

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 facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. (Further information is available in our Accessibility Policy).
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of any applicable protected characteristics (see Introduction).
- The Headteacher and the Governing Board ensure 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 ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our policies on Behaviour and Exclusions take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with behavioural needs and disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.
- We challenge all forms of prejudice and prejudice-based bullying, to ensure that we fulfil our commitment to inclusion and equality. Staff are guided on how prejudice related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents seriously.
- 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 dealt with them. The Governing Board review this data and take action to reduce incidents. We acknowledge that failure to deal with repeated incidents or a single serious incident may leave adults open to investigations under the GSCE procedures and guidance.

Advancing Equality of Opportunity

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 meet with parents/carers before their child(ren) begin school to discuss any adjustments that may need to be made to accommodate SEN, disabilities or religious observations etc.

- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support both pupil and school improvement. We take action to close any gaps, for example, for those making slow progress in reaching age-appropriate expectations in literacy and numeracy.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We identify and provide support to pupils at risk of underachieving.
- We are alert to and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We take opportunities to reduce and remove inequalities and barriers that may already exist between, for example: disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls and boys.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

Fostering Good Relations

What we are doing to foster good relations?

- We prepare our pupils for life in the diverse society of modern Britain, and the wider world. We ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We celebrate and learn about difference and diversity and the impact of stereotyping, prejudice and discrimination through our curriculum work, including PSHE, RE, SMSC and the wider curriculum.
- We use materials and resources that reflect the diversity of the school and our local, wider and national communities in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote positive images of people from all of the protected characteristics.
- 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 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 and whole school events.

Breach of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with as determined by the Head Teacher and Governing Board.

It is the duty of the school to challenge all types of discriminating behaviour, e.g. treating people differently based on gender stereotypes, use of sexist or demeaning language, racist comments. The school has a clear, agreed procedure for dealing with these incidents. Any incident must be reported to the Head Teacher who will follow the agreed local authority procedure and complete relevant forms. Governors are informed of any incidents through Head Teachers reports.

Monitoring & Review

We will ensure that the content of this policy is known to all staff, governors and parents.

The policy and Equality objectives will be reviewed annually.

Date of Policy: November 2020

Cycle of review: Annual

Next review date: November 2021

Appendix 1

The Protected Characteristics within the Equality Act 2010 and their definitions are:

Sex/Gender: A reference to a person who has a particular protected characteristic is a reference to a man or to a woman. Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils.

Disability: The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Long term is defined as lasting, or likely to last, for at least 12 months.

Race: The definition of race includes colour, nationality and ethnic or national origins.

Religion/Belief: The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

Sexual orientation: means a person's sexual orientation towards – persons of the same sex, persons of the opposite sex, or persons of either sex.

Gender reassignment: is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.

Marriage and civil partnership: A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

Age: A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.

Appendix 2

COALWAY COMMUNITY INFANT SCHOOL EQUALITY POLICY

EQUALITY OBJECTIVES 2020-21

As part of our duties under the Equality Act 2010, Coalway Community Infant school has set the following objectives:

1. Taking into account the make-up of our school and local community we will:
 - continue to recognise and celebrate difference and diversity in the school and the wider community, and
 - enable children to understand, celebrate and accept differences between themselves and others
 - continue to plan for opportunities within the curriculum to improve knowledge, skills and attitudes, to enable pupils to appreciate and value differences and diversity to ensure that our school community understands that we live in a diverse country that recognises, celebrates and respects different views, faiths and cultures.
2. Continue to meet the needs of all of our pupils, including disadvantaged pupils, so that progress is maximised in English and Maths.
3. To keep the achievement of boys under constant review in comparison to girls and ensure curriculum opportunities continue to cater for and enable them to achieve their best possible outcomes.
4. To continually monitor accessibility plans to ensure full accessibility for disabled pupils or parents.

Our equality objectives are based on our analysis of data and other evidence and focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.