

Kimpton, Thruxton and Fyfield Church of England Primary School	Effective Date:	May 2016
Policy and Procedure Statement		
Single Equality Policy	Revision Date:	May 2017
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	Approval by the Full Governing Body	May 2016
	Signed: <i>Margaret Rome (Chair of Governors)</i>	
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INTRODUCTION

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). This means that schools cannot discriminate against pupils or staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, or pregnancy or maternity.

THE PUBLIC SECTOR EQUALITY DUTY (PSED) OR GENERAL DUTY

The general duty requires that all public organisations including schools should:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between person who share a relevant protected characteristic and persons who do not share it.

OUR SCHOOL

At Kimpton, Thruxton and Fyfield CofE Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Single Equality Policy is based on the schools core values and our motto "Letting our light shine, making a difference today and tomorrow". As a Christian school, we welcome diversity and promote the core Christian value of love. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. The whole school can learn and grow from appreciating each other's differences.

OUR APPROACH TO PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to pursue its equality duties of:

- Eliminating unlawful discrimination and harassment and victimisation.
- Promoting equality of opportunity.
- Promoting good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person, through their contact with the school receives less favourable treatment, on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

A COHESIVE COMMUNITY

Kimpton, Thruxton and Fyfield CofE Primary School serves a wide and diverse community and in order to achieve a cohesive community, we need to:

- Promote understanding and engagement between all communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum regularly explores and addresses issues of diversity

PUPIL ATTAINMENT AND PROGRESS

All staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

THE QUALITY OF PROVISION – TEACHING AND LEARNING

All staff endeavour to make the classroom an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. The school makes positive steps to ensure that all pupils are consulted about their learning. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEN.

We recognise the need for effective collaborative learning. All pupils are given opportunities to question, discuss and collaborate in problem solving tasks. All staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

THE QUALITY OF PROVISION – CURRICULUM AND OTHER ACTIVITIES

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls;
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups;

- Pupils who are gifted and talented;
- Pupils with special educational needs;
- Pupils with a disability;
- Pupils who are in public care;
- Pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

THE QUALITY OF PROVISION - GUIDANCE AND SUPPORT

We promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. This is done through Worships, PSHE lessons and the delivery of the SEAL materials. Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs and disability. The school provides appropriate support for pupils learning English as an additional language through the consistent use of EMTAS

BEHAVIOUR AND ATTENDANCE

This school expects high standards of behaviour from all pupils. We have procedures for managing behaviour that are fair and applied equally to all. Our expectations are clearly set out in the Behaviour Policy which is distributed to all members of the school community. All staff are expected to operate consistent systems of rewards and discipline.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Hampshire LA policies. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, minority group, is always unacceptable. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Adults in school take care to lead through example, demonstrating high expectations of all pupils. We celebrate good attendance and always act quickly where there is poor attendance.

PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY

Information and meetings for parents are made accessible for all. Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education. All correspondence to parents addresses both parents

Parents are fully involved in the school-based response for their child with special educational needs. Termly review meetings are held for any child with an IEP, copies of which are also sent home to parents.

Parents with a disability or with learning difficulties are able to access school's information. The school's premises and facilities are equally available and accessible for use by all groups within the community. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

LEADERSHIP AND MANAGEMENT

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay traveller and refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Hampshire County Council guidelines. Equality and diversity issues are reflected in our school's employment practices. Everyone associated with the school are informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

LINGUISTIC DIVERSITY

We recognise and celebrate the linguistic diversity in British society and look for opportunities to enrich the curricular experience of all our pupils by:

- Offering MFL opportunities within the school curriculum and through after school clubs.
- Raising awareness of the similarities and differences between English and other languages.
- Reflecting the multilingual nature of our wider society in our resources, curriculum, and displays

RACE EQUALITY

Kimpton, Thruxton and Fyfield Primary School recognises its duty as detailed in The Race Relations (Amendment) Act 2000 as:

- Promoting equality of opportunity
- Promoting good race relations
- Eliminating unlawful racial discrimination.

DISABILITY EQUALITY

The Disability Discrimination Act (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

An Accessibility Action Plan was updated in October 2015

GENDER EQUALITY

The general duty to promote gender equality means that we must have due regard to:

- Eliminating discrimination and harassment on the grounds of gender
- Eliminating discrimination and harassment on the grounds of gender reassignment;
- Promoting equality between men and women / boys and girls.

ROLES AND RESPONSIBILITIES

Everyone who works at Kimpton, Thruxton and Fyfield Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation.
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Ensuring the policy is readily available and that the governors, staff, pupils and parents know about it.
- Ensuring its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor. Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils.
- Monitoring exclusions.

MONITORING, REVIEWING AND ASSESSING IMPACT

This policy is supported by the school's public sector Equality duty (section 149 of the Equality Act 2010) which came into effect in April 2011. Kimpton, Thrupton and Fyfield Primary school will comply with the two specific duties to demonstrate its compliance with section 149 of the Equality Act.

The specific duties are to:-

- 1) Annually publish equality information (data) relating to people who share a particular characteristic and are affected by the school's policies and practices.
- 2) Publish one or more objectives at least every 4 years to achieve one of the three aims of the general equality duty.

The School Development Plan will ensure that the Equality Act and the specific duties form an essential part of the school's action on equality. It includes targets for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

LINKS TO OTHER SCHOOL POLICIES

Although this policy is the key document for information about our approach to equalities in line with the PSED, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan (SDP) and the School Website.

Other policies which have informed this policy and include references to equality include:

- SEN Policy and SEND information Report
- Behaviour Policy
- Anti-bullying policy
- Teaching and Learning Policy
- Attendance Policy