



EQUALITY POLICY

Date reviewed
14/12/2018

Equality Policy

Introduction

'Every Child is Special'

Canterbury Cross Primary School 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.

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 is based on the following 7 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 to 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). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

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

The **Public Sector Equality Duty** or “general duty” requires all public organisations, including schools to

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes 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.

Appendix 1 is a checklist of key equality considerations

Development of the policy

This policy takes account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

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.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

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.

The Headteacher 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 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 today life of the school.

We make a record of each specific equality consideration and this is available for review if required.

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 on Behaviour - Rewards, Sanctions and Exclusions - 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:

- prejudice around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudice around gender and sexual orientation, including homophobic and transphobic attitudes

Staff are advised to report all prejudice-related incidents; these will be identified, assessed, recorded and dealt with. We treat all bullying incidents equally 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. We review this data termly and take action to reduce incidents.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;

Use of derogatory names, insults and jokes; Racist, sexist, homophobic or discriminatory graffiti;

Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;

Bringing discriminatory material into school;

Verbal abuse and threats;

Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;

Discriminatory comments in the course of discussion;

Attempts to recruit others to discriminatory organisations and groups;

Ridicule of an individual for difference e.g. food, music, religion, dress etc;

Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

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 admissions meetings and ongoing discussions with parents.

We collect data and monitor progress and outcomes of different groups of 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 number 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, FSM and proficiency in English;

on inequalities of outcome and participation, related to ethnicity, gender, FSM, disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage:

Ethnic groups

Free School Meals and Non Free School Meals

EAL

All SEN

SEN School Support and SEN EHC pupils

EHC plans

Looked after Children

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

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or EAL pupils joins our school.

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.

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, for example:

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

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also have an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

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. The actions will be designed to meet the school's Equality Objectives.

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 experience. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events including to parents and carers.

Other ways we address equality issues

We maintain records of all training relating the Equalities. Our monitoring records include evaluations of aspects of Equalities. We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils. The implications for equalities of new policies and practices are considered before they are introduced.

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' evening informal ongoing conversations with parents
- 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;
- analyse issues raised in Annual Reviews or reviews of progress on Educational Health Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at trust meetings and from the local governing body's committees.

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.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information

in school newsletters to enable them to do this.

Key contacts

Staff responsible for equalities **Clare James (Deputy Head Teacher) Saubia Nawaz (Deputy Head Teacher)**

Lead governor **Nadeem Bhatti**

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 wherever possible that 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 and data is available on the school website. A paper copy is available from the school office. The policy will form part of induction for new staff.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

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 trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- 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 a 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 to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment
- Open days 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

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementation	What are the timeframes	Early success indicators
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Strand	Action	Monitoring	Implementation	Timeframe	Indicators
All	Publish and promote the Equality through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Head teacher/SLT	Immediately after it has been agreed by the governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	Head teacher/SLT/Governing body	Annually in September Tracking groups on a termly basis	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
Not a protected characteristic	To narrow the gap for FSM children in English and Maths	Achievement data	Head teacher/SLT	Tracking groups on a termly basis	Accelerated progress, gap narrowing
All	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity	Planning scrutiny, observations, cultural days, assemblies, experiences for children to develop SMSC	Head Teacher/SLT/All staff/governing body	Ongoing	Confidence of children to talk about experiences and beliefs
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Display Co-Ordinator/SLT	Ongoing	More diversity reflected in school displays across the school – classes and corridors
Race Sexual Orientation	Identify, respond and report racist and homophobic incidents as outlined in the plan. Report the figures to the governing body/LA on a termly basis	Head teacher/governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified	Head teacher/governing body	Reporting December, April, July	Teaching staff are aware of and respond to racist and homophobic incidents. Consistent nil reporting is challenged by the governing body.
Gender	Develop the curriculum to encourage the full participation of both boys and girls	Through lesson observations, planning, book scrutiny, pupil conferences, learning walks	Head teacher/governing body/teaching staff	Ongoing	Increased level of engagement and enjoyment identified through monitoring
Disability Equality Duty	To tackle prejudice and promote understanding in relation to people with disabilities	Improved ability by pupils and staff to handle difficult situations and a reduction in classroom disruption	Inclusion Manager Behaviour Support Team/Outside Agencies	Ongoing	Increased awareness of appropriate responses to people with disabilities