EQUALITY POLICY

DATE ADOPTED: March 2024

SIGNED BY HEADTEACHER: Signed copy stored in school office.

SIGNED BY CHAIR OF GOVERNORS: Signed copy stored in school office.

DATE OF NEXT REVIEW: March 2026

Equality Policy

Introduction

Our school Equalities Policy amalgamates all the equalities legislation into one single equality policy.

This policy has been devised in accordance with the **Equality Act 2010**.

Statement/Principles

This policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for all protected groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths within the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Carlton Colville Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other protected group recognised area of discrimination.

Monitoring and Review

The staff responsible for co-ordinating the monitoring and evaluation are Mr Axon (Headteacher), Mr Rose (Deputy Headteacher) and Mrs Aggreh (Assistant Headteacher). They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is Mr Andrew Orves– Vice Chair of Governors.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from protected groups, e.g. SEND, children in care, minority ethnic including traveller and EAL pupils and disadvantaged children (pupil premium), in the following recommended areas:

    - Pupils' progress and attainment
    - Learning and teaching
    - Behaviour discipline and exclusions
    - Attendance
    - Admissions
    - Incidents of prejudice related bullying and all forms of bullying
    - Parental involvement
    - Participation in extra-curricular and extended school activities
    - Staff recruitment and retention
    - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse modern British society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;

- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

Promoting Equality: Ethos and Atmosphere

- At Carlton Colville Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for adults and children with disabilities;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the Family Circle Groups, through 8 Pupil Leadership Roles and through pupil perception surveys;
- Positive role models are used throughout the school to ensure that protected groups of pupils can see themselves reflected in the school community.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school (this includes using positive action during the final stages of the recruitment decision process);
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of equalities policy and practice;
- Safer recruitment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors; alongside an agreed code of conduct.

- The school has a clear procedure for dealing with prejudice related bullying incidents. Mrs Agrreh (DSL) is the nominated member of staff responsible for recording and monitoring any reported incidents. Any concerns about Mrs Aggreh will be sent to Mr B Axon (Headteacher).
  Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

  - *age*
  - *disability*
  - *gender reassignment*
  - *pregnancy and maternity*
  - *appearance*
  - *race*
  - *religion or belief*
  - *sex*
  - *sexual orientation*

- The school reports to Governors and the LA on a regular basis the number of any prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community
Carlton Colville Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication, e.g. parent forums, to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.

Promoting Equality: Community Cohesion
By 'community cohesion' we mean working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships are created and continue to be developed in all areas such as the workplace, in schools and in the wider community.

We aim to promote positive community cohesion and teach our children to understand the following:

- Be aware of the school values which are related to a tolerant society;
- Be aware of who they are and be able to express their own identity;
- Be able to respect different viewpoints;
- Be able to learn about cultural and religious diversity;
- Be able to meet different and diverse groups of people;
- Be aware of their own community, the wider UK community and global communities.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for the promotion of equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership has responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy and Schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination of protected groups.

All school staff have responsibility for:

- The implementation of the school Equality Policy and Schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

Monitoring of the Policy

This policy is updated every 2 years or earlier if deemed necessary.