



Shears Green Infant School

Head Teacher: Mrs Hayley Kotze

Equality Policy

Introduction

At Shears Green Infant School we are inclusive and focus on the well being and progress of every child. We view all members of the community as equal.

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.

This policy sets out how Shears Green Infant School meets the two specific duties within the Equality to act.

The Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two specific duties:

- To publish information to show compliance with equality duty
- Publish equality objectives at least every four years, which are specific and measurable

Shears Green Infant School believes:

- ✚ All learners are of equal value – whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation.
- ✚ We recognise and respect diversity
 - Disability so that reasonable adjustments are made
 - Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - Gender, so that the different needs and experiences of girls and boys, women and men are recognised
- ✚ We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
 - Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
 - Positive interaction, good relations and dialogues between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
 - Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

✚ Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

Equality Statement

- a) We respect the equal human rights of all our children, educate them about equality and respect the equal rights of our staff and other members of the school community.
- b) We assess (“Equality Impact Assessment”) our school practices, policies, procedures and provision and implement all necessary resulting actions in relation to: ethnicity, religion or belief, socio – economic background, gender and gender identity, disability, sexual orientation, and age.
- c) We promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to: ethnicity, religion or belief, and socio- economic background.

Responsibilities

The Governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Headteacher and The Senior Leadership Team.

The Headteacher and SLT promotes equality and eliminates discrimination by:

- Raising awareness of all the duties within the whole school community
- Ensuring understanding of the broad legal definition of disability
- Sensitively encouraging declaration of protected characteristics by children and young people, parents/cares, staff and other users of the school
- Ensuring action plans are undertaken for all protected characteristics
- Ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately
- Providing appropriate training for staff, Governors and other members of the school community
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved

Action

Shears Green Infant School works to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups

a) Pupils attainment and progress

We expect the highest possible standards. We have high expectations of all children and continually challenge them to reach higher standards. We recognise and value all forms of achievement. We monitor and analyse children performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted interventions.

b) The quality of provision – teaching and learning

We ensure the classroom is an inclusive environment in which children feel all contributions are valued. We take account of children's experiences and starting points and are responsive to children's interests and ways of learning. We use a tracking system to ensure progress for all children alongside moderation of work, observation, pupil voice and progress meetings.

c) The quality of provision – curriculum and other activities

Our curriculum is based around the needs and interests of the children and delivered through a creative approach. We monitor and evaluate its effectiveness through target setting and pupil voice for understanding and enjoyment.

The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Children learning English as an additional language
- Children from minority ethnic groups, including gypsies and travellers
- Children who are gifted and talented
- Children with special educational needs
- Children with a disability
- Children who are in public care
- Children who are at risk of exclusion

All subjects contribute to the spiritual, moral, social and cultural development of all children. The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereo types.

Extra curricular activities and special events eg school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

d) The quality of provision – guidance and support

We actively 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 children critical awareness and concepts of fairness enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religions, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller children, refugees and asylum seekers children. The school provides appropriate support for pupils learning English as an additional language. We seek support and guidance to enhance home language.

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

e) Behaviour & Attendance

The school expects high standards of behaviour and attendance from all children. Please refer to the schools behaviour and attendance policies.

The school fully supports children with long term medical needs who may have an erratic attendance because they are in and out of hospital. We expect full time attendance of traveller and gypsy children.

f) Partnership with children, parents, carers and the wider community

We monitor parental involvement and look to raise participation of under represented groups of parents and sections of the community. Information and meetings are accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English on request.

Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school based response for their child with special educational needs, understand the purpose of any intervention or programme of action are told about the parent partnership service when SEN is identified.

When necessary, the school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

g) Leadership and Management

The school follows KCC's admissions policy and procedures.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties.

We welcome people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is 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. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non – teaching and part – time staff are recognised and valued. All staff are given status and support are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and the school strives to reflect diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

h) Linguistic Diversity

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Monitoring and review

This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

This equality policy is the governors' responsibility and they review its effectiveness every four years. They do this by discussion with the headteacher.

Date to be reviewed - February 2021

Signed _____

Date: _____