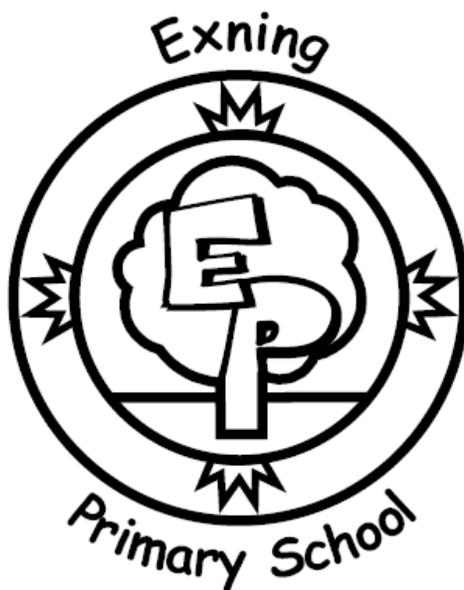


Exning Primary School Equalities Policy



Suffolk Inclusive School Improvement Service

Introduction

Exning School is a village school at the heart of the community. We are in an area of limited diversity making it essential to promote equality across all areas of teaching and learning. Exning School is an old Victorian building comprising two teaching blocks with a link corridor, two temporary classrooms an administration area and canteen.

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 identified groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths of 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 our school family should feel safe, secure, valued and of equal worth. Our school vision reflects this

Persevere, Shine, Be Happy

Value ourselves and others.

Be proud of our achievements

Never, never, never give up!

At Exning School, equality is a key principle for treating all people the same irrespective of their gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity or any other recognised area of discrimination. These protected characteristics include any other person with whom the pupil is associated.

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors.

Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation is Jane Segust. She will be 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 Andy Whitelaw.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Looked after Children, Minority Ethnic including Traveller and EAL pupils and Free School Meals, 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 out of hours school learning
 - 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 the delivery of our curriculum

- reflects a commitment to equality.
- prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school and our wider community.
- contains opportunity to explore concepts and issues related to identity and equality;
- promotes attitudes and values that challenge discriminatory behaviour and language;
- uses non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.
- utilises technology to enhance the learning of all pupils and to support the teaching and learning of those with disabilities.
- broadens the understanding of staff, governors and pupils of our multi-cultural society and the need to challenge inequality.
- gives children first-hand experience talking to visitors, participating in activities through theme days and making visits to understand and see how different people live their lives.

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 Exning 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, once introduced by members of staff, 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 pupils and visitors (including parents) 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, through the School Council and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different 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 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;
- 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;
- Employment 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;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school;

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Exning School aims to work in partnership with parents and 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 to ensure parents views are captured and acted upon. We do this through day to day discussion with parents, parent forums, surveys and online questionnaires.
- Encourage members of the local community to join in school activities, assemblies and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.

Unlawful Behaviour

The Equality Act 2010 defines four kinds of unlawful behaviour - direct discrimination; indirect discrimination; harassment and victimisation. *These are explained on page 9 of the Act.*

Responsibility for the Policy

In our school, all members of the school community have a responsibility for the promotion of equalities. Staff can refer to LA advice and guidance. (In Equalities folder) 'Dealing with Prejudice Related Incidents in Schools. This policy has been written in conjunction with 'The Equality Act 2010 and Schools' May 2014.

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; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's access plan or may be stand alone documents);
- 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 equalities 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 and discrimination.

All school staff have responsibility for:

- The implementation of the school equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping; recording prejudice related incidents effectively using school record sheet. (see equalities folder)
- 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.

Measuring the Impact of the Policy

Exning Primary School has a duty to have “due regard” to equality considerations. All of our school policies are considered for equality and implemented in a light touch way, proportionate to the issue being considered. Attainment data is analysed showing how pupils with different characteristics are performing. Incidents are included in the head teacher’s termly report to governors.

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. Governors are asked to read and sign policies giving consideration to equalities. The statement below will be added to policies as they are written or reviewed.

This policy has been discussed and considered for equality giving consideration to the protected characteristics- gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and any other recognised area of discrimination.

Adopted at Governing Body meeting on.....

Signed.....

Date