

**Strive Think Act Respect Shine**

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.



# Equality Policy

## The Governing Body of Norton Church of England Primary School

This policy is reviewed annually

Date updated: Sept 2018

Next review date: Sept 2019

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### Introduction

This policy is in reference to the Equality Act 2010 which combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity. Norton school responsibilities are integrated into the school and are consistent with current guidance from the local authority and Diocese, the Department of Education, Equality and Human Rights Commission and United Nations Conventions.

Norton Church of England Primary School is an inclusive school where every child does matter, regardless of ethnicity, religion, attainment, age, disability, gender, background (protected characteristics in accordance to Equality Act 2010) or other characteristic. We treat everyone with dignity, respect and as an individual, taking into account their varied life experiences and needs. Norton offers all pupils the opportunity to achieve their highest standards. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We are opposed to any direct or indirect discrimination against individuals or groups. We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds.

We are committed to valuing diversity, promoting equality and fostering good relationships between people. We take steps to remedy the underachievement of any individual or group by providing them with every opportunity to succeed. We provide the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting to the pupils and staff. We monitor the progress of all pupils, helping them to achieve their expected targets.

### Key Principles

Our approach is based on seven key, well-established principles.

1. **All learners are of equal value**, irrespective of disability, ethnicity, culture, national origin, national status, gender, gender identity, religion, non-religious affiliation, faith background and sexual orientation.
2. **Recognize, respect and value difference and understand that diversity is strength**. We take account of differences and remove barriers and disadvantages that people may face. We believe that diversity is a respected strength that should be celebrated by all who learn, teach and visit the school.
3. **Foster positive attitudes and relationships**; actively promoting positive attitudes and mutual respect between groups and communities different from each other. We always maintain a positive ethos across all members of the school community to work well alongside each other developing positive working relationships.
4. **Drive a shared sense of cohesion and belonging** and strive to ensure all members of our school community feel a sense of belonging to the school and wider community. Norton strives to ensure all members feel respected and able to participate fully in school life.
5. **Observe good equalities practice for our staff** and ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment, promotion and continuing professional development. All school personnel share the importance of their work.
6. **Highest expectations of all our children**. We expect all pupils regardless of ability range can make good progress and achieve to their highest potential at Norton.
7. **Raising standards for all pupils, especially for the most vulnerable**. Improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### Specific Duties:

Under the Equality Act 2010, all public organisations, including schools, are required to:

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

In addition, there are specific duties to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable.

Protected characteristic means groups defined by: Gender, Ethnicity, Disability, Religion or belief, Sexual orientation, gender reassignment, pregnancy or maternity.

### What we are doing

Equality is at the heart of what we do and is reflected in our ethos. In particular, we take the following steps:-

- **Other policies and documentation.** We ensure that all information about our responsibilities is included in relevant documents and policies, including meetings of the governors, staff and school council. The responsibilities apply to the school in our role as employers, and the way we comply with this is found in our recruitment and grievance policies.
- **The physical environment.** We make reasonable adjustments within our capacity to ensure that no one is disadvantaged. Classrooms are suited to all users, appropriate furniture is used, signs are in clear print and appropriate hardware and software are selected.
- **The curriculum.** We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can participate in sport, music and drama. We plan out-of-school activities and school trips so that all can take part. We ensure staff and pupils are aware of the importance of language. Our library, reading books and other resources contain positive images of people with disabilities and from diverse backgrounds. Individual Education Plans are designed to be effective and manageable. We seek to respond to guidance from parents, carers and the children, as well as the local authority and government departments.
- **Communication.** We always take account of disabilities, be they of pupils or their parents/carers. Information normally provided in writing is made available in alternative formats that are clear and user-friendly, or may be communicated orally (use of Gypsy Roma, Traveller mentor). We take account of the appropriate medium to communicate with specific parents (for example, telephone calls rather than letters in some cases) and give support and assistance to parents who have difficulties in reading and/or writing.
- **Staffing.** When advertising, interviewing, deciding on appointments, reviewing performance or dealing with grievances, the governors and staff will not discriminate based on age, disability, ethnicity, gender, religion, sexual identity, pregnancy, parenthood or other characteristics in an inappropriate way.
- **Health and Safety.** In considering the health and safety of pupils, staff, governors and visitors, we take their particular characteristics into account and make reasonable adjustments. Members of staff deal appropriately, in accordance with procedures, with the storage and administration of medicines to pupils. We follow appropriate procedures in clearing away blood or other bodily substances. We have members of staff qualified in giving first-aid treatment and will call emergency services when required.
- **Behaviour, Exclusions and Admissions.** We make reasonable, appropriate and flexible adjustments for pupils with disabilities in considering their behaviour. We closely monitor data on absences from school (including exclusions should these occur) for evidence of over-representation of different groups and take action to address concerns promptly. Our admissions policy complies with our responsibilities and follows local authority guidance.
- **Addressing prejudice and bullying.** We challenge all forms of prejudice and take steps to identify record and resolve with any prejudice-related incidents. We treat all forms of bullying equally. Records of prejudice-related incidents are summarised to governors and reviewed regularly.
- **Advancing equality between groups.** We know all our pupils well but also collect and analyse data in order to inform our planning and identify targets for improvement. We track all pupils' progress and can analyse this in a number of ways, including by gender, ethnicity, disability, special educational need and year group. Doing so allows us to identify and take steps to remedy any inequalities in outcome and/or participation.
- **Fostering good relationships between groups.** 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 all our pupils. We teach about difference and diversity, as well as the negative impact of stereotyping, prejudice and discrimination. We use materials and resources that reflect the diversity of the school population and local community in a positive way. We promote an ethos which challenges prejudice and discrimination in language, attitude or behaviour.
- **Roles and responsibilities.** All members of the school community have a role in tackling discrimination. The Head Teacher will ensure that all staff are aware of their responsibilities without exception. A named governor (Chantelle Packman) and a designated member of staff (Jane Johnson) jointly discharge the duty of ensuring that we meet our obligations. The whole governing body has a responsibility to tackle discrimination. All members of staff are fully committed to our policy and we ask parents and carers to keep us informed of any concerns and relevant issues.

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- **Monitoring and review.** We monitor admissions, attainment, exclusions, rewards, sanctions, parental and pupil questionnaires, and all training as well as any complaints. We keep minutes of every meeting where any issue of equality is considered. In our regular reviews of every school policy, equality is always considered. The Head Teacher reports at least once a year to the governors on the issue and this policy will be reviewed at least once every 2 years.

### Key Responsibilities

The table below contains a breakdown of the key responsibilities of the Governing Body, Link Governor for equality, leadership of the school, staff and school community:

Group	Role
<b>Governing Body</b>	<ul style="list-style-type: none"> <li>▪ Ensure the school comply with Equality Act 2010 and equality legislation</li> <li>▪ Monitor achievement of targets associated with equality</li> <li>▪ Ensure funds are in place to support this policy</li> <li>▪ Ensure the policy is made available to staff and parents</li> <li>▪ Ensure the policy is updated &amp; communicated regularly to staff &amp; parents</li> <li>▪ Nominate a link Governor to visit regularly &amp; report to the Governing Body</li> <li>▪ Ensure all staff understand and implement the key requirements of the Equality Policy</li> <li>▪ Ensures that visitors to the school understand and follow the key requirements of the Equality Policy</li> <li>▪ The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment</li> <li>▪ Be increasingly representative of the community it serves</li> <li>▪ Ensure procedures for the election of parent governors are open to candidates and voters who are disabled</li> </ul>
<b>Link Governor for Equality</b>	<ul style="list-style-type: none"> <li>▪ Ensure this policy is linked correctly to other policies</li> <li>▪ Ensure the awareness of this policy to those connected with the school</li> <li>▪ Attend training related to this policy</li> <li>▪ Regularly report back to the Governing Body for each visit to the school</li> <li>▪ Annually report back to the Governing Body the success of this policy</li> <li>▪ Ensure the Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders</li> </ul>
<b>Headteacher &amp; Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>▪ Ensure the policy is embedded into the culture of the school</li> <li>▪ Ensure pupils, parents and staff comply to the policy</li> <li>▪ Provide leadership in respect of equality, inclusion and community cohesion</li> <li>▪ Ensure equal opportunities are provided in the school development plan</li> <li>▪ Monitor and analyse the performance of different groups of pupils</li> <li>▪ Record, report and address all racial incidents</li> <li>▪ Provide support to all staff</li> <li>▪ Monitor the effectiveness of this policy by reviewing teacher planning, pupil work, observing pupil behaviour and analysis of pupil data</li> <li>▪ Collect information on race, disability and gender (pupils and staff)</li> <li>▪ Use this information to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides</li> <li>▪ Ensure the school publishes information to demonstrate purposeful action on the general duties</li> <li>▪ Analyse pupil achievement in terms of progress and standards for different groups and take action when their trends or patterns indicate a need</li> <li>▪ Set Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives</li> <li>▪ Co-ordinating the implementation of the policy and monitoring outcomes</li> <li>▪ Ensure the curriculum includes opportunities for all pupils to understand and celebrate diversity and difference</li> <li>▪ Ensure the monitoring of 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</li> <li>▪ Ensure open evenings 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</li> </ul>
<b>School staff</b>	<ul style="list-style-type: none"> <li>▪ Act as positive role models and promote equality throughout the community</li> <li>▪ Adhere to this policy and promote the ethos of the policy</li> <li>▪ Report and deal with all incidents of discrimination to the Headteacher</li> <li>▪ Promote equality, inclusion and community values</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Tackle bias and stereotyping and insist good pupil conduct</li> <li>▪ Monitor the performance of different groups of pupils</li> <li>▪ Promote equality through curriculum planning</li> <li>▪ Encourage pupils to share their experiences of different cultures &amp; religions</li> <li>▪ Report any concerns regarding equality aspects within the school</li> <li>▪ Ensure visual displays and multi-media resources reflect the diversity of the school community</li> <li>▪ Ensure that 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</li> </ul>
<b>The school community (pupils, parents)</b>	<ul style="list-style-type: none"> <li>▪ Have awareness of this policy and comply to its values</li> <li>▪ Feel encouraged to attend parents and opening evenings, class assemblies, school concerts, fundraising and social events</li> <li>▪ Feel encouraged to volunteer to support the school</li> <li>▪ Respond to surveys to drive improvement in this policy for the school</li> <li>▪ Report any challenges with the accessibility of published information</li> </ul>

### School Equality Action Plan

The school will work to meet the following two objectives.

Equality Objective	Measure	Actions	Completion Date
To improve academic attainment outcomes for focus GRT pupils	For 80% of GRT pupils (Y3/4 cohort 2016) to achieve at least ARE by the end of ks2.	<ul style="list-style-type: none"> <li>➤ Monitor each 6 weeks</li> <li>➤ My Plans show aspirational targets</li> <li>➤ Additional catch up sessions</li> <li>➤ Structured conversations with parents to increase home/school support</li> </ul>	May 2018/9
To improve academic progress outcomes for focus GRT pupils	Value added (progress measure):100% of the above GRT group to make progress above national comparisons	as above	May 2018/9