



# **Equality Policy**

**To be reviewed three yearly**

**Chair of Governors, Claire Sayers**

**Signed** 

# **East Preston Infant School Equality Policy**

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## 1. Mission Statement

At East Preston Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, religion, gender, disability, socio-economic background or any other personal or social characteristic.

In line with Local Authority policy, the achievement of pupils will be monitored by race, gender, disability and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching. Should it become apparent that the achievement of pupils ought to be monitored by any other characteristic applicable to any pupils, such as their religion or belief, or sexual orientation, we will take appropriate steps to do so. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

We are a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

## 2. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation. These have largely been consolidated into the Equality Act 2010 which contains the main requirements with regard to protection from direct and indirect discrimination, harassment and victimisation in regard to a number of "protected characteristics", namely disability, race, religion or belief, gender, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership and age.

As a school, we must not:

- discriminate against a pupil or prospective pupil because of their disability, race, gender, gender reassignment, religion or belief or sexual orientation; or
- harass or victimise a pupil or prospective pupil.

We must not discriminate against any person in relation to the following activities:

- admission to the school;
- the provision of education to pupils;
- access to any benefit, facility or service;
- exclusion from school; or
- by subjecting any pupil to any other detriment.

In addition, under the Equality Act 2010, as a public body in our dealings with pupils, parents, staff and others to whom the school provides services (such as the use of school premises) we must have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it, and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

This is known as the Public Sector Equality Duty, and applies alongside the specific requirements of the Equality Act regarding the protection from discrimination, harassment and victimisation of people with protected characteristics. For the purpose of the Public Sector Equality Duty, a "relevant" protected characteristic is all of the protected characteristics mentioned above, except for marriage and civil partnership.

### **3. Policy and Practice**

The school operates equality of opportunity in its day to day practice in the following ways.

#### **Teaching and Learning**

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

- use our school data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by race, gender and disability and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, local community and wider population in terms of race, religion, disability and gender, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; and
- work to a curriculum which is inclusive and reflective of our pupils.

#### **Admissions and Exclusions**

Admissions are dealt with through the Local Authority.

Exclusions will always be based on the school's Positive Behaviour and Anti-Bullying Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

#### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at East Preston Infant School.

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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### **Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice. We actively promote equality across all groups within our staff.

Equality aspects such as race, religion, disability, gender, sexual orientation, gender re-assignment and age are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention including bullying and harassment of staff;
- continued professional development opportunities for all staff; and
- Senior Management Team support to ensure equality of opportunity for all.

## **Parents and Others**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of the school's involvement with parents and the wider community. Parents and others using the services of the school are invited to provide information to assist us with informing the contents of, and subsequent revisions to, this Equality Policy and with the monitoring of equality issues.

## **4. Race Equality**

This section should be read in conjunction with the school's Inclusion Policy.

East Preston is a large village situated on the coastal strip between Worthing and Littlehampton. The composition of the pupils, parents and the staff team is mostly white European. The school has a very small percentage of families from ethnic minority groups for whom English is an additional language. However, the school is totally committed to the promotion of race equality, good race relations and the elimination of unlawful racial discrimination, harassment or victimisation.

In this school we will apply the Public Sector Equality Duty in regard to race and comply with the requirements of the Equality Act 2010, and in particular will:

- acknowledge the existence of racism and take steps to prevent it;
- make the school a place where everyone, irrespective of their race, colour, ethnic or national origins, feels welcomed and valued;
- promote good relations between different racial groups within the school and within the wider community; and
- oppose all forms of racism, racial prejudice, racial harassment, or victimisation.

We will regularly monitor and assess the impact of our policies, including this Equality Policy, on pupils, staff and parents by race including, in particular, the achievement levels of pupils.

## **5. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy, Inclusion Policy and School Access Policy.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

East Preston Infant School continues to develop its ability to provide an inclusive accessible environment for pupils, staff and members of the wider community with disabilities.

We do this in a number of ways. In particular, as regards our pupils:

- our school is an integrated whole, inclusive of all pupils with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties;
- we consider each person's unique needs – intellectual, physical, spiritual, emotional and social, and strive to increase self-esteem for all children;

- all members of the school community work together to foster an atmosphere in which each person can grow and flourish regardless of physical or mental ability; positive relationships are fostered in a climate of high expectations and respect for individual achievement;
- all pupils are expected to value and celebrate the unique contribution that each individual makes and to foster an understanding of the different types of disabilities. They are beginning to learn to respect the rights not only of each other but also of groups in the local and wider community;
- we will show strong disapproval of derogatory remarks made to children or adults who have disabilities; and
- pupils have full access to a broad and balanced curriculum and to a variety of extra-curricular activities and experiences. Attention is given to adequate resources and the development of an appropriate environment to meet the needs of individual pupils and groups within the school community.

### **Role of key personnel with regard to disability**

Governors agree and monitor policy and practice and review through the vehicle of the School Development Plan. This is done alongside a review of the School Access and Inclusion policies. Reviews are currently carried out on a three year cycle.

The Senior Management Team ensures that all policies and practices, protocols and provision have regard to the requirements of the Equality Act 2010 as they apply to disability. All staff are responsible for implementing policies and continuing to develop inclusive practices.

### **Practical steps taken by the school with regard to disability**

Pupils with a disability are identified as part of the transition process from home / pre-school to main-stream school. This involves both formal and informal visits and transfer of information between schools and multi-agency groups, well before the September term begins. A plan is then formulated in order to meet any identified needs. Information is shared with all staff who come into contact with the pupil as appropriate.

Pupils with a physical disability or medical condition have an individual care plan written and agreed with parents, school staff and appropriate professionals. This is reviewed annually or more frequently if needed.

Reasonable adjustments are made to a pupil's timetable through differentiation by adult support, input or outcome. All adjustments are made with the aim of enabling the child to participate as fully as they are practically able in every lesson.

All pupils have full access and are included in every area of the curriculum, facilitated where necessary by additional adult support / specialist equipment and resources.

The needs of all children are regularly reviewed and policy/practice revised accordingly.

Please refer to the school's Special Educational Needs Policy, Inclusion Policy and School Access Policy for further details of our practice and policies.

We will regularly monitor and assess the impact of our policies, including this Equality Policy, on disabled and non-disabled pupils, staff and parents including, in particular, the achievement levels of disabled pupils.

## **6. Gender Equality**

This section should be read in conjunction with the school's Inclusion Policy.

As regards our pupils we will:

- be aware of using gender as an organisational category;
- use boys and girls for all helping activities eg. lifting (within suitable weight limits) carrying, tidying up etc;
- show strong disapproval of sexist remarks;
- give positive encouragement to both sexes to participate in all activities where practicable; and
- consider when choosing materials and equipment that due regard is made of their application to both genders.

We will regularly:

- assess the impact of our policies, including this Equality Policy, on pupils, staff and parents with regard to gender including, in particular, the achievement levels of pupils of different sexes, and
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of pupils of both sexes.

## **7. Sexual Orientation**

We will show strong disapproval of derogatory remarks made to children and adults regarding sexual orientation, and any such incidents will be dealt with appropriately in accordance with this Equality Policy.

We will regularly assess the impact of our policies, including this Equality Policy, on pupils, staff and parents with regard to sexual orientation.

## **8. Religion or Belief**

This section should be read in conjunction with the school's Collective Worship Policy and Inclusion Policy.

In this school we will show strong disapproval of derogatory remarks made to children and adults regarding religion or belief, and any such incidents will be dealt with appropriately in accordance with this Equality Policy.

We will regularly assess the impact of our policies, including this Equality Policy, on pupils, staff and parents with regard to religion or belief.

## **9. General Roles and Responsibilities**

The role of Governors

- The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, religion, gender and disability.
- The Governing Body seeks to ensure that people are not discriminated against when

applying for jobs at our school on grounds of race, religion, gender, disability or any of the other protected characteristics.

- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for pupils, parents and carers.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, religion, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, religion, gender or disability.
- The Governing Body will apply these principles equally in their dealings with staff and any other persons to whom the school provides services as part of its public function, and will equally apply these principles with regard to the characteristics of age, gender reassignment, pregnancy and maternity, marriage and civil partnership and sexual orientation to the extent that these characteristics are applicable to pupils, parents, staff or other persons to whom the school provides services as part of its public function.

#### The role of the headteacher

- It is the headteacher's role to implement the school's Equality Policy and the headteacher is supported by the Governing Body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Policy, and to ensure that these guidelines are applied fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of harassment and victimisation, bullying or discrimination, including racist incidents, with due seriousness.

#### The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will where possible monitor all school publications for the use of bias and positively address this issue when purchasing books and other resources.
- All staff will challenge any incidents of prejudice in relation to the protected characteristics and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **10. Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation and related protected characteristics is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment, victimisation or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.



## **Types of Discriminatory Incident**

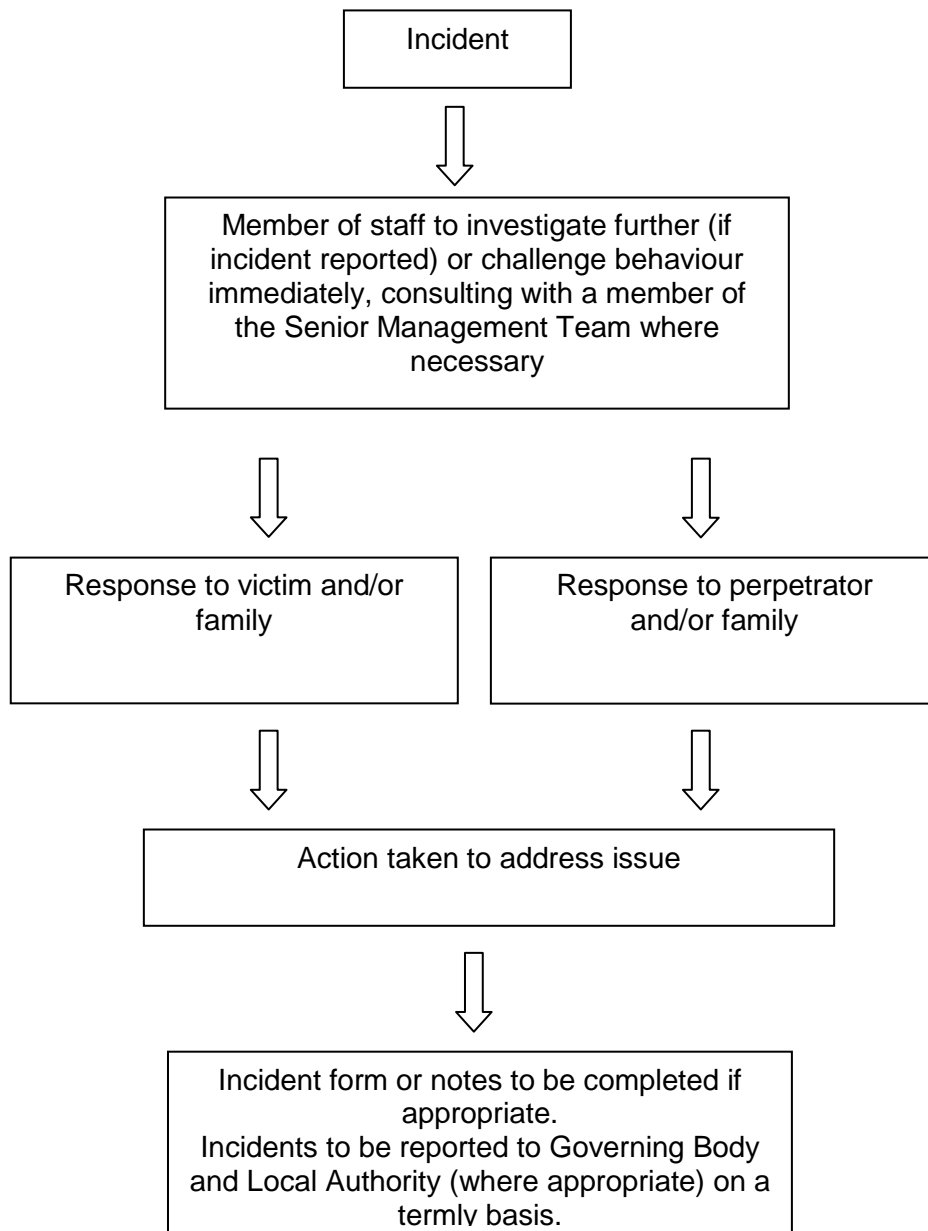
Types of discriminatory incidents that can occur are:

- 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 including the use of social networking sites;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference; or
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation and other protected characteristics.

## **Responding to and Reporting Incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined on the next page.



## 11. Publishing the Policy

We will:

- publish our Equality Policy on the school website;
- raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications; and
- make hard copies available on request.

In accordance with the requirements of the Equality Act 2010 (Specific Duties) Regulations 2011, we will also publish information to demonstrate our compliance with the Public Sector Equality Duty (initially by 6 April 2012 and subsequently at intervals of no more than one year). This information must include information relating to persons who share a relevant characteristic and who are affected by our policies and practices, other than employees. In line with guidance from the Government Equalities Office and data protection requirements, we will not identify individuals and we will not publish information about groups of less than 10 people (we may use a range eg. <10).

We collate information regarding pupils on admission to the school, we will endeavour to collate such additional information as is necessary by means of parent questionnaires and equivalent questionnaires made available to others who use the school's services, via our school office and/or our website.

We will also publish, by 6 April 2012 and subsequently at least every four years, one or more objectives we consider that we should achieve relating to the Public Sector Equality Duty in its application to our school.

## 12. Review of Progress and Impact

This Equality Policy has been agreed by our Governing Body [following consultation with staff, parents and pupils]. We have a rolling programme for reviewing our school policies and their impact.

In particular, we make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. We will keep under the review the need to monitor pupils' achievement by reference to any of the other protected characteristics.

We will review progress against our objectives annually and will review this Equality Policy on a three year cycle.

With regard to the Public Sector Equality Duty, we are required to apply the duty before making any decisions and in the review of any policies, on a continuing basis.

**Signed:**

**Date:**

## Check List for School Staff and Governors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How are the other protected characteristics (religion or belief, sexual orientation, gender reassignment, gender reassignment, age, marriage and civil partnership and pregnancy and maternity) relevant to the school in relation to pupils, staff, parents and others to whom the school provides services? Is information collected and used to inform the policies etc of the school?
- How has your Equality Policy been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, religion, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, religion, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and Local Authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, religion, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent Governors open to candidates and voters who are disabled?

