Barcombe CE Primary School Equality Policy

Introduction
This Equality Policy for Barcombe School brings together schemes and action plans for Race, Gender and Disability equality, meeting the current statutory duties in these areas. However, it goes far beyond these strands to include sexual orientation, religion, belief, home situations and every aspect which has the potential to discriminate against or devalue any individuals in our community.

Statement/Principles
The policy outlines the commitment of the staff and Governors of Barcombe School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school. It also means celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.
These include:
˝ Pupils
˝ Teaching staff
˝ Support staff
˝ Parents/carers
˝ School governors
˝ Multiagency staff linked to the staff e.g. inclusion services staff, school improvement services staff, school attendance service.
˝ Visitors to school
˝ Students on placement
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 Barcombe School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age, home situation or any other recognised area of discrimination.

This is shown by its inclusion in our school's aims:

Barcombe School aims to give all members of the school the opportunity to realise their full potential. We have agreed a common set of beliefs and shared values that underpin our endeavours:

A child who is happy, confident and respected as an individual within the school is more likely to fulfil his/her potential. We believe that the whole child is important and that his/her social, moral, emotional, physical and intellectual development is interrelated. We guarantee each child the opportunity to acquire skills associated with such development, irrespective of race, gender, class or disability. We seek a high quality of pupil achievement. This requires the careful planning, delivery, monitoring and evaluation of the curriculum offered.

We see the child's education as an interaction between the child and the environment, which includes people as well as materials and knowledge. We believe that first-hand experience is a powerful means of acquiring knowledge and skills.

We believe that independence and self-discipline are important factors in the learning process. Building upon what a child can do is our objective.

Policy Development

This policy reflects the consensus of opinion of the whole school community. It has been drawn up as a result of consultation with teaching and support staff, parents, governors, pupil representatives and other community representatives.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in the School Development Plan and due regard is given to promotion of all aspects of equality within the SDP. The person on the staff responsible for coordinating the monitoring and evaluation is the head teacher. He will be responsible for:

˝ Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.

˝ Working closely with the governor responsible for this area.

˝ Supporting positively the evaluation activities that moderate the impact and success of the policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups. A template for conducting Equality Impact Assessments is found in Appendix 1.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. The groups we typically monitor (if we have pupils in that category) are:

˝ Free School Meals

˝ Gender

˝ SEN

˝ Ethnicity

˝ Ability

˝ Social background
˝ Child protection
˝ Age (e.g. summer born)
˝ Looked After Children

We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

˝ Exclusions and truancy
˝ Incidents of racism, disability, sexist incidents and all forms of bullyingL
˝ Parental involvement
˝ Participation in extra curriculum activities
˝ Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum
Learning and Teaching

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

˝ Ensure quality of access for all pupils and prepare them for life in a diverse societyL
˝ Use materials that reflect a range of cultural backgrounds, without stereotypingL
˝ Promote attitudes and values that will challenge discriminatory behaviourL
˝ Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other culturesL
˝ Use a range of sensitive teaching strategies when teaching about different cultural and religious traditionsL
˝ Develop pupilsqadvocacy skills so that they can detect bias, challenge discrimination, leading to justice and equalityL
˝ Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusionL
˝ Seek to involve all parents in supporting their childs educationL
˝ Provide educational visits and extracurricular activities that involve all pupil groupingsL
˝ Take account of the performance of all pupils when planning for future learning and settling challenging targetsL
˝ Make best use of all available resources to support the learning of all groups of pupilsL
˝ Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

˝ Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

˝ Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

˝ The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs, including the more able, by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme).

˝ The school must provide an environment in which all pupils have equal access to all facilities and resources.

˝ All pupils are to be encouraged to be actively involved in their own learning.

˝ A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Barcombe CE School, we aim to ensure that our:

˝ Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.

˝ Pupils will have opportunities to explore concepts and issues relating to identity and equality.

˝ All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

Ethos and Atmosphere

˝ At Barcombe CE 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 an 'openness' of atmosphere 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 of opportunity and are frequently monitored.

˝ There is easy access for disabled visitors throughout the school.

˝ Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within Barcombe CE School is a high priority. These resources should:
˝ Reflect the reality of an ethnically, culturally and sexual diverse society
˝ Reflect a variety of viewpoints
˝ Show positive images of males and females in society, including people with disabilities
˝ Reflect non stereotypical images of all groups in a global context
˝ Include materials to raise awareness of equal opportunity issues
˝ Be equally accessible to all members of school community consistent with health and safety
˝ Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Barcombe CE School that all members of the school community use appropriate language which:
˝ Does not transmit or confirm stereotypes
˝ Does not offend
˝ Creates and enhances positive images of particular groups identified at the beginning of this document
˝ Creates the conditions for all people to develop their self-esteem
˝ Uses correct terminology in referring to particular groups or individuals.
˝ Use first language effectively for learning.

Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.
We try to ensure that all such non staff members who have contract with children adhere to these guidelines and are CRB checked.

Provision for Bilingual Pupils

We undertake at Barcombe CE School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:
˝ Traveller and Gypsy Roma children
˝ Those from refugee families
˝ Pupils whom English is an additional language
˝ Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

˝ Pastoral staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupilsL

˝ All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or raceL

˝ All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur againL

˝ Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school communityL

˝ Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils access to a balance of male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

˝ All posts are advertised formally and open to the widest pool of applicantsL

˝ All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection processL

˝ Steps are taken to encourage people from under represented groups to apply for positions at all levels of the schoolL

˝ Access to opportunities for professional development is monitored on equality groundsL

˝ Equality policies and practices are covered in all staff inductions

˝ All supply staff are made aware of equality policies and practicesL

˝ Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

˝ Unwanted attentions (verbal or physical)L

˝ Unwelcome or offensive remarks or suggestions about another persons appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has clear, agreed procedures (specified in the Grievance and Complaints policies) for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We would do this by:

˝ All parents/carers being encouraged to participate at all levels in the full life of the schoolL

˝ Encouraging members of the local community to regularly join in school activities e.g. school fete, Sukkot, Diwali, Ramadan, Harvest Festival etcL

˝ Welcoming pupils and parents/carers from new and settled communities equally.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

˝ The school complies with all equalities legislation relevant to the school communityL

˝ The schools Equality policy is maintained and updated regularlyL

˝ That procedures and strategies related to the policy are implementedL

˝ The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Head Teacher and Senior Management is responsible for:

˝ Along with the Governing body, providing leadership and vision in respect of equalityL

˝ Overseeing the implementation of the Equality PolicyL

˝ Coordinating the activities related to equality and evaluating impactL

˝ Ensuring that all who enter the school are aware of, and comply with, the Equality PolicyL

˝ Ensuring that staff are aware of their responsibilities and are given relevant training and supportL

˝Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

˝ Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotypingL

˝ Not discriminating on grounds of race, disability, or other equality issuesL

˝ Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

Coverage of the Policy

We ensure that the commitments embodied in our School Aims for equality permeate the full range of our policies and practices:

˝ Equal opportunitiesL

˝ Pupilsqprogress attainment and assessmentL

˝ Behaviour discipline and exclusionsL

˝ Teaching and learningL

˝ InductionL

˝ Admissions and attendanceL

˝ The curriculumL

˝ All subjectsL

˝ Teaching and learningL

˝ Staff recruitment and retentionL

˝ Governor/staff training and professional developmentL

˝ Partnerships with parents/carers and communitiesL

˝ Visits and visitors.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. This evaluation will be done at the same time as each policy is reviewed, as set out in the Governors policy review timetable.

Named Equality Governor is: Neil Milmine

Policy agreed December 2014
Review date December 2015

Signed

Stewart James

Appendix 1 - A framework for conducting an Equality Impact Assessment

Key topics	Disability	Ethnicity	Gender	Religion	Other *
1. Outcomes for learners	ÉDo our policies benefit all learners and potential learners, whether or not they are disabled? ˝ Or are disabled learners excluded, disadvantaged or marginalised?	ÉDo our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? ˝ Or are people from certain backgrounds losing out?	ÉDo our policies benefit all learners and potential learners, whichever their gender? ˝ Or are outcomes different for females and males with some being disadvantaged?	ÉDo our policies benefit all learners and potential learners from all religious and non-religious backgrounds? ˝ Are learners from religious or non-religious backgrounds excluded, disadvantaged or marginalised?	˝ Do our policies benefit all learners whatever their other circumstances? ˝ Or are some learners excluded or disadvantaged because of other circumstances?
2. Recognising relevant differences	Éls due account made of the specific needs and experiences of disabled people? ˝ Or is a ±one size fits allqapproach adopted?	Éls due account made of different cultural backgrounds? ˝ Or is a ±one size fits allqapproach adopted?	Éls due account made of womenç and menç differing experience? ˝ Or is a ±one size fits allqapproach adopted?	Éls due account made of the specific needs and experiences of pupils from all religious groups? ˝ Or are some excluded or not included?	Éls due account made of other differences and backgrounds? ˝ Or is a ±one size fits allqapproach adopted?

3. Benefits for the workplace	ÉDo all members and potential members of the workforce/pupils benefit, whether or not they are disabled? ˝ Or are reasonable adjustments for disabled staff not made?	ÉDo all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? ˝ Or are some excluded?	ÉDo all members and potential members of the workforce benefit, whichever their gender? ˝ Or are there differential impacts, both positive and negative?	ÉDo all members and potential members of the workforce benefit/pupils benefit whatever their religious or non-religious background? ˝ Or are some excluded or not included?	˝ Are there other circumstances which might unfairly disadvantage members and potential members of the? ˝ Or are there differential impacts, both positive and negative?
4. Attitudes, relationships and cohesion	ÉDo our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? ˝ Or is there negativity and little mutual contact?	ÉDo our policies promote positive interaction and good relations between different groups and communities? ˝ Or are there tensions and negative attitudes?	ÉDo our policies promote good relations between women and men? ˝ Or is there mutual hostility, perhaps expressed through violence and sexual harassment?	ÉDo our policies promote good relationships / respect / tolerance / similarities between all religious and non-religious groups? ˝ Or do they lead to hostility and promote differences / religious hatred?	ÉDo our policies promote positive interaction and good relations between other groups? ˝ Or are there tensions and negative attitudes?
5. Benefits for society	˝ Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled?	˝ Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of backgrounds? ˝ Or are certain	˝ Do our policies benefit society as a whole by encouraging participation in a public life of women as well as men? ˝ Or are women excluded or	˝ Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? ˝ Or are some religious groups	˝ Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of other circumstances?

	˝ Or are disabled people excluded or marginalised?	communities excluded or marginalised?	marginalised?	excluded or marginalised?	˝ Or are certain groups excluded or marginalised?
6. Positive Impact on equality	˝ Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? ˝ Or does inequality for disabled people continue?	˝ Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? ˝ Or do barriers and inequalities continue?	˝ Do our policies help to reduce and remove inequalities between women and men that currently exist? ˝ Or do inequalities, for example in seniority and pay, continue?	˝ Do our policies help to reduce inequalities between all religious and non-religious groups? ˝ Or are there aspects of the policy which may have a negative impact i.e. celebration of religious observance?	˝ Do our policies help to reduce and remove inequalities and poor relations between other groups that currently exist? ˝ Or do barriers and inequalities continue?
7. Consultation, involvement and accountability	˝ Are our policies based on involvement of and consultations with disabled people? ˝ Or are the views and experiences of disabled people not sought or not heeded?	˝ Are our policies based on involvement of and consultation with people from a range of backgrounds? ˝ Or are certain views and experiences not sought or not heeded?	˝ Are our policies based on involvement of and consultation with both women and men? ˝ Or are the views and experiences of women or men not sought or heeded?	˝ Are our policies based on involvement between all religious and non-religious groups or are the religious/non-religious views of one group more prominent than another?	˝ Are our policies based on involvement of and consultation with people from a range of backgrounds? ˝ Or are certain views and experiences not sought or not heeded?

*Other = anything else that might have an impact e.g. socio-economic group, single parents, split families...

Appendix 2 – Seven Principles for the completion of Equality Impact Assessments

The Department for Education (formally known as the DCSF) issued the following guidance, which we have incorporated into our policy and expanded upon it:

Principles and criteria for equality impact assessments
The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value
All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:
- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

Principle 2: Relevant differences should be recognised
Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:
- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development
Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:
- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered
Policies and programmes should promote:
- Positive attitudes towards disabled people, and good relations between disable and non-disabled people;

- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit
Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:
- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.

Principle 6: Current inequalities and barriers should be addressed and reduced
In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:
- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Boys and girls, women and men.

Principle 7: Policy development should involve widespread consultation and involvement
People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:
- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men.

It is in the light of these seven principles that EQUIAs should be conducted.

Appendix 3 – Statutory Duties

Our Statutory duties are contained within:
- Equality Act 2010
- Equality Act 2006 (which introduced the gender equality duty)
- Race Relations (amendment) Act 2000
- Disability Discrimination Act 2005
- Education and Inspections Act 2006 (which introduced the Community Cohesion duty)