

The Raglan Schools

*A Federation of Raglan Infant
and Junior Schools*



Equality

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Equality Policy

1. Introduction

1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

1.2 The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

1.3 The PSED extends to the following “protected identities”

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

However, paragraph 5.2 notes that, for schools, age is "a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils".

1.4 The PSED (paragraph 5.1) has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it.

1.5 Under the PSED there are specific duties for schools, which require schools to:

- Publish information to demonstrate how they are complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic;
- Prepare and publish equality objectives.

1.6 To fulfil the duties set out The Raglan Schools school will:

- Maintain and monitor this Single Equality Policy and reviewing it every 4 years;
- maintain an Equality page on the school’s website to update information annually;
- publish an annual report on how it has met the PSED and publish on the website;
- Publish objectives related to the PSED and review every 4 years.

2. The Raglan Schools

2.1 The Raglan Schools is a Federation of Raglan Infant and Raglan Junior Schools. We are two very harmonious multicultural schools with around 900 pupils and 100 staff, from a range of backgrounds

and cultures. Our school characteristics are updated annually on the equality page of our School website.

2.2 We have a commitment to ensure that equality of opportunity is available to all members of the school community. 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, 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
- Governors
- Multi-agency staff linked to the staff, AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Trainees on placement

2.3 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. We want to provide an environment which is free from unlawful discrimination, harassment or victimization of any kind. We want to educate our pupils in an environment which recognizes, celebrates and draws upon the diversity of our local area and offers equal respect, appropriate support and fair rewards for all our pupils.

3. Implementation and Monitoring

3.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the schools reflect the objectives of this policy.

3.2 Parents and governors will often be involved and consulted about the provision being offered by the schools.

3.3 Teachers will ensure that the teaching and learning takes account of this policy.

3.4 The diversity within our school and the wider community will be viewed positively by all.

3.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

3.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

3.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

3.8 The positive achievements of all pupils will be celebrated and recognised.

4. School Improvement

4.1 The School Development Plan (SDP) is a key document for driving forward improvement including better outcomes for our pupils. It is a working document that is constantly reviewed and amended to reflect ongoing monitoring and assessment.

4.2 Data from summative assessments carried out is analysed, in particular we look at groups that are not performing as well as others. When identified this leads to a change in provision or can trigger intervention. Groups we regularly consider are

- Girls
- Boys
- Pupils with Special Educational Needs or Disabilities
- Pupils with English as an additional language
- Pupils from low income families (Pupil Premium)
- Pupils who are Looked-After or Adopted or in a Special Guardianship

4.3 Our SDP often identifies the work and focus based on the data and observations we have made. We may set annual targets to reduce the attainment gap between groups and these are reviewed within the SDP.

4.4 The Governing Body regularly receives updates on the SDP and is mindful of issues related to disadvantage within the different groups. Through their visits to school they will see the policy and objectives identified in action.

4.5 To accompany the SDP, the school publishes specific objectives for Equality, which can be found on the equality page of the website. These are reviewed every 4 years.

5. Promoting Equality through the Curriculum

5.1 Teaching & 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, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

5.2 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 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;
- The school provides (where reasonably practical) 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.

5.3 Through our **Curriculum**, we aim to ensure that

- 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;
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

5.4 **Ethos and Atmosphere** - 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;
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

5.5 **Resources and Materials** - When ordering new resources and materials we consider how they show equality. The provision of good quality resources and materials within our 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.

5.6 **Language** - We recognise that it is important that at our 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 e.g. Inuit rather Eskimo, Native Americans rather than Red Indians;
- Use first language effectively for learning.

5.7 Extra-Curricular Provision - It is the policy of our school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever appropriate.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by drawing their attention to this policy in their induction to the schools.

We ensure that all such non staff members who have contact with children adhere to these guidelines and are DBS checked.

6. Behaviour, Bullying and Harassment

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

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

6.2 The school has clear and agreed policies for behaviour including the behaviour of pupils, staff and visitors. These include clear procedures for dealing with inappropriate and unacceptable behaviours. Policies relevant to this include:

- Positive Behaviour Policy
- Anti-bullying Policy
- Visitor behaviour Policy
- Code of Conduct (staff)
- Whistle Blowing Policy (staff)

6.3 The school strives to adhere to all policies and deal with any inappropriate behaviour quickly and within the guidance of the policy. Where the school falls short in doing so, it also has policies that parents and staff can refer to, including

- Complaints Policy
- Grievance Policy (staff)

7. Staff recruitment and Professional Development

7.1 We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to male and female staff in all key stages.

7.2 We undertake recruitment following the guidance set down, this means:

- 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 to avoid discrimination and ensure equality good practice through the recruitment and selection process;

7.3 We ensure that staff are made aware of key policies including equality, this means:

- Equalities policies and practices are covered in all staff inductions;
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

7.4 We undertake to encourage the professional development and aspirations of all individuals within the resources available. 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.

8. Responsibilities

8.1 At Raglan, 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 community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- 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 **Headteacher** is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality 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 **Staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, 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.

9. Reviews

9.1 This policy will be reviewed no later than March 2021

9.2 The school website will include a page for Equality which is regularly updated and outlines:

- the equality policy;
- the current characteristics of the schools;
- an annual review of how the school has met the PSED;
- the current equality objectives for 2017-2021.

9.3 The characteristics of the school will be updated each October following the school census.

9.4 The annual review of how the school has met the PSED will be updated by October each year.

9.5 The equality objectives will be reviewed every four years in line with the equality policy.