

Bidford Primary School

Single Equality and Inclusion Policy

(September 2015)

This policy replaces our:

Race Policy

Disability Scheme

Gender Scheme

Equal Opportunity Policy

It also covers :Age; Sexual Orientation; Religion/Belief; Radicalisation; FGM; Socio-Economics; Accessibility Plan.

Introduction

Our school is committed to inclusion. Whilst every child and young person in our school needs to feel included, there are some individuals and groups who are at greater risk of exclusion or underachievement. In Warwickshire these include:

- Children and young people from Black and Minority Ethnic communities (including Gypsy and Traveller communities)
- Children and young people with SEND
- Children from families with same sex parents
- Children and young people with certain religious observances
- Children of different genders who are in a minority
- Children eligible for Free School meals
- Children at risk of radicalisation

There are many other children who fit into more than one of these categories.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people and at the same time promoting British Values. It also ensures that we continue to tackle issues of disadvantage and underachievement of different or vulnerable groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles:

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- We promote British Values in our ethos and curriculum.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Statement of principle

Our school is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional educational needs and those that belong to groups who have historically suffered discrimination, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Purpose

The purpose of this policy is to set out in detail how this school intends to meet the statutory equality duties placed upon schools. It sets out the school's whole approach to inclusion and show detail of the actions we intend to take.

Our aim is to:

- eliminate unlawful discrimination,
- advance equality of opportunity
- foster good relations between people who share a protected characteristic and those who do not.
- Promote British values of democracy, fairness, respect and cooperation

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the safeguarding, behaviour, admissions, SEND and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudice around disability and additional educational needs
- prejudice around race, religion or belief, for example Travellers and migrants.
- prejudice around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

What we are doing to advance equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
- on the % of pupils identified as having an SEND and by their principal need or disability;
- by year group – in terms of ethnicity and gender.
- on inequalities of outcome and participation, related to ethnicity, gender and disability.

We publish an analysis of standards reached by different groups at the end of each key stage:

White British FSM and non-FSM; Free School Meals; EAL; All SEND pupils; M AG&T; Looked after Children and GRT

We also collect, analyse and use data in relation to attendance and exclusions of different groups

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils

We provide support to pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- SEND and non-SEND people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We continue to maintain and monitor our Accessibility Plan that is designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to SEND pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

We tackle discrimination by:

- Promoting positive images of a diverse range of people in our classroom and corridor displays, curriculum resources, as well as through our PSHE curriculum, Collective Worship programme and the visitors we have into school;
- Challenging patronising, derogatory or discriminating attitudes;
- Making the environment as accessible as possible and challenging antisocial or bullying behaviour against, or harassment of, all learners, staff, community members and families.

We promote equality of opportunity by:

- Removing barriers to accessibility, particularly in relation to our environment, our teaching, learning and the way we provide information;
- Demonstrating the social model of disability in relation to our responsibilities as an employer, our partnership and our community work.
- Involving different groups of learners, their families, and staff in the changes and improvements we propose to make and implement;
- Consulting with different groups of learners, their families, and staff on issues affecting them rather than with people acting on their behalf.
- Encouraging active participation of different groups of learners, parents, staff in all aspects of all school life.
- We will monitor participation of different groups in educational visits, extra-curricular activities and extended services to ensure vulnerable groups are not missing out. This is included in the Head teacher's termly report to Governors.

We foster good relations between different groups by:

- Participation in school exchanges with schools that have different diverse backgrounds
- Sharing different cultures and experiences through the school curriculum and school activities

- Working with outside agencies in and beyond the local community.

Participation of Parents

- We review the format of parental consultations, offer opportunities for both formal and informal discussion about pupil progress, survey parents for their views regularly.
- We hold family learning events to support parents who may have had a different educational experience themselves and workshops to explain subject areas and how parents can support their children e.g. helping your child with reading, calculation strategies.
- Support parents who require help in accessing written documents.

Attendance

We monitor attendance to ensure all groups of pupils are able to access full time education and support pupils / families where absence becomes an impediment to learning.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting British Values, equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures implemented. A member of the governing body has a watching brief regarding the implementation of this policy, with an additional brief of monitoring radicalisation of any kind.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Head teacher and Leadership team

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- promote British Values

- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work including FGM and radicalisation.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key contacts

Staff responsible for equalities:

Mr Andrew Simms and Mrs Laurie Whiting

Lead governor: Mr Paul Fountain

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. 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.

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

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

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy We review the information about equalities in the policy annually and make adjustments as appropriate. A full policy review takes place in line with the general cycle of review.