

# Equality Policy

## Stamshaw Junior School



## Introduction

At Stamshaw Junior School, we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their potential with positive regard to gender, sexual orientation, ethnicity, marital status, cultural and religious background or disability including SEN.

Stamshaw Junior School is a fully inclusive school and is committed to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community.

We recognise that improving outcomes such as attendance or attainment for a specific group of children will help us to improve outcomes for all. Our commitment to equality is thus a fundamental part of our drive for continual improvement towards excellence.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Throughout this scheme, “parents” can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

## Legislation

The school will comply with the following equality legislation:

- Equality Act 2010
- Human Rights Act 1998

Through this policy Stamshaw Junior School will fulfil its ‘**general equality duty**’ to pay ‘**due regard**’ to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act.
- Advance equality of opportunity (e.g. remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
- Foster good relations between people who share a protected characteristic and those who do not (tackle prejudice and promote understanding).

In practice, ‘**due regard**’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

The following are protected characteristics according to the Equality Act 2010:

- age;
- disability;
- gender Identity;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

## **How we will promote equality**

### **a) Establish, maintain and develop a school culture and ethos**

- This Equality Policy reflects the ethos of the school and underpins all the school's policies.
- Steps are taken to ensure that everyone associated with the school is kept informed about and adheres to this Equality Policy. The policy will be revisited with all staff at the start of an academic year and as part of the induction process when a new member of staff starts. The policy is regularly reviewed and its effectiveness evaluated.
- We will actively encourage positive attitudes towards pupils, parents and staff and expect everyone to treat others with dignity and respect
- The school will celebrate diversity and the achievement of all
- The school will communicate high expectations for the behaviour of pupils, staff, parents and visitors. These are set out in the Behaviour and Anti-Bullying Policy and the Trust Code of Conduct
- The school welcomes applications for school places and jobs from all sections
- When drawing up policies, we will ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. The school and governing board will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the duties.
- Stamshaw Junior School will not tolerate any form of discrimination by any member of the academy community or visitors to the school, on the grounds of the characteristics of the Equality Act 2010: age; disability; gender identity; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.
- In the event of a comment being made by a parent/carer, staff member, visitor or child, the witness should report the incident to Headteacher or a senior leader who will investigate and take then appropriate action

### **b) Prevent and deal effectively with bullying and harassment**

- There are clear guidelines and established procedures for dealing with incidents of harassment or discrimination which are understood by everyone in the academy community. These include the Behaviour Policy, Anti-Bullying Policy and Complaints Policy. Incidents will be addressed swiftly and effectively.
- The monitoring system used by the school enables the academy to report the relevant details where applicable to the Local Governing Board each term e.g. Incidents of a racist nature or bullying.
- Bullying and Prejudice Related Incidents will be carefully monitored by Senior Leaders, reported to governors and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying (refer to our anti-bullying and behaviour policies).
- Senior Leaders will regularly monitor statistics relating to behaviour of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives and any actions for our school improvement plan.

### **c) Listening to pupil, staff, parents and others**

- We actively seek the views of all parents, pupils and staff through an annual parent survey, the school council and an annual staff survey.
- The ethos of the school is welcoming and based on positive relationships. Parents, pupils and staff are encouraged to report any issues or concerns at the earliest opportunity.

#### **d) Equalise opportunities**

- The school monitors the take up of extra-curricular opportunities and some opportunities will be by invitation to engage pupils who may not take up other opportunities
- We will equalise opportunities through the implementation of the school charging policy.

#### **e) Informing and involving parents and carers**

- The school takes steps to ensure parents are well informed about how the school operates
- We will offer a range of ways of communicating between school and home that meet parents' circumstances and needs
- Parents are encouraged to inform the school if they have a particular disability or other need
- Parents are encouraged to discuss any concerns
- Reports, parent evenings and regular opportunities to visit the classroom to ensure that parents understand how well their child is progressing
- Staff inform parents how they can help their child at home and explain how parents and others can help in school

#### **f) Welcoming new pupils and helping them to settle effectively**

- The school will ensure a positive start for all pupils with effective school transfer and induction, particularly for in-year admissions
- The school will give extra support to pupils who find change of school or year group challenging
- We ensure well-planned school adjustments are made to cater for pupils with additional needs in advance of them starting at the school.

#### **g) Addressing the full range of learning needs**

- Teaching and learning is planned to ensure challenge for all. The school monitors teaching and learning and takes steps to ensure that every pupil benefits from quality first teaching.
- Appropriate teaching methods, styles and classroom organisation will take account of the needs of pupils from different groups and encourage positive attitudes to learning.
- Assessment will ensure that planning is based on prior learning. Assessment outcomes are used to identify the specific needs of pupils, inform policies, planning and the allocation of resources.
- The school will track the progress of all pupils and identify any pupils that are under-performing. The school will put in place interventions and monitor the implementation and effectiveness of these.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.

#### **h) Supporting learners with particular needs**

- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and as welcoming as possible for all pupils.
- Passports and Learning Plans focus on learning priorities for pupils with SEND
- Health Care Plans will be in place for any pupils with medical needs
- Language support may be provided if necessary
- The school will provide staff training to meet particular learning needs of groups of pupils or individual pupils
- There is a breakfast club, lunch club and pastoral support available to support pupils and families
- Pupil premium spending is allocated to overcome barriers for learning as set out in the pupil premium strategy

### **i) Making the school accessible to all**

- The school will take steps to make the necessary adaptations to meet the needs of pupils, staff and others with physical or other disabilities
- We will ensure that curricular and extra-curricular opportunities are available for pupils with disabilities
- Adjustments will be made to transport and supervision arrangements if necessary to ensure that learning outside the classroom is accessible to all pupils.
- An Access Audit is undertaken and this informs the five year development plan and the Accessibility Plan
- Any developments to the school buildings or premises will be compliant with legislation and access requirements
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. Governors will annually review progress towards our targets on our three year accessibility plans.

### **j) Ensure fair and equal treatment for staff and others**

- The school will promote dignity at work
- We encourage the professional development of all staff
- With the University of Chichester Academy Trust, we will ensure non-discriminatory recruitment and employment practices. We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities, pay and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We are committed to ensuring staff with a disability have equality of opportunity
- School and Trust policies and procedures are in place to ensure all staff are treated fairly

### **k) Encourage participation of under-represented groups**

- The school will encourage wide participation of the pupil population and school community.
- We will support individuals and groups to express their case on matters affecting themselves and their community.

### **l) Pupils achievements and progress**

- Pupils' attainment and progress is monitored by socio-economic background, ethnic group, by gender, EAL, SEND and other focus groups. The school values the achievements and progress of pupils from all groups.
- Monitoring information will help us to:
  - highlight any differences between pupils from different groups
  - decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups
  - take action to make improvements
  - ensure that individual pupils are achieving their potential
- Any trends that are identified will inform the setting of our equality objectives in the school improvement plan / Journey to Excellence plan.
- Cohort, group and individual pupil targets are set based on pupils starting points and prior attainment.

## **m) The Curriculum**

- In planning the curriculum and resourcing it, the school will take every opportunity to promote and advance equality.
- The school will ensure that the curriculum is interesting and relevant to all pupils and is an inclusive curriculum which reflects the diverse nature of our society.
- All pupils will have equal access to the curriculum and extra-curricular activities.
- The school will monitor and evaluate its effectiveness in providing an appropriate curriculum for all pupils. We will regularly consider the ways in which the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping and promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will promote social, moral, spiritual and cultural development including reference to issues of equality and diversity. There are planned opportunities to promote understanding of equality and difference in particular through PSHE and RE and planned SMSC opportunities such as Disability Day.
- Staff (supported by the SENCo and relevant outside agencies) will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required.
- By planning ahead, staff will ensure that wherever possible all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff, outside agencies and partnerships with other schools where this is needed.

## **n) Attendance**

- The school monitors pupil attendance by groups and uses the data to develop strategies to address poor attendance by groups or individuals.
- Provision is made for pupils to take time off for religious observance.

## **Roles and responsibilities**

The **governing body** will:

- ensure the academy complies with the relevant equality legislation
- agree the policy and ensure that it is implemented
- ensure that the objectives arising from the policy are part of the Journey to Excellence (J2E) / School Improvement Plan
- support the head teacher in implementing any actions necessary
- receive reports on issues related to equality in a termly Headteacher report
- evaluate and review the policy annually and the objectives at least every 4 years
- The school/ governors will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives (at least every four years)

and draw up a plan to meet the objectives, based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually to governors.

The **Head teacher** will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy

- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- publish information on the school website to show how the school is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity. This will include the Equality Policy, Accessibility Plan and information on the Equality Objectives.
- keep records to show where the policy has been put into action.
- monitor the policy and report to the Governing Body on the effectiveness of the policy
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

**All staff will:**

- be role models for equal opportunities and support the Equality Policy
- support the dissemination of information relating to the policy
- be able to recognise and tackle bias and stereotyping
- with the Head teacher, provide advice/support in dealing with any incidents/issues
- be fully aware of the Equality Policy and how it relates to them
- take up training and learning opportunities and make known any queries or training requirements

**Pupils will:**

- understand how the policy relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

**Parents/carers will:**

- have access to the policy through a range of different media appropriate to their requirements
- be encouraged to support the schools equality ethos and policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- share concerns or issues with senior staff
- be informed of any incident related to this Policy which could directly affect their child

**Visitors will:** (eg. parent helpers, contractors)

- Be aware of and comply with the school's Equality Policy
- Refrain from engaging in discriminatory behaviour ( for example racist language)

**Relevant voluntary or community groups and partner agencies will:**

- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

**Complaints Procedure**

If anyone feels that this policy is not being followed, then they should follow the complaints procedure which is available from the school and is published on the school website

**Monitoring the Equality Policy**

- The school will monitor the impact of this policy on pupils, parents/carers and staff from different groups. We will receive some information via our pupil and parental questionnaires. In particular, we will monitor the impact of our policy on the attainment and progress of our pupils.
- To monitor our pupils' attainment, we will collect information about pupils' performance and progress, by focus groups and analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:
  - exclusion
  - harassment and bullying
  - curriculum, teaching and learning (including language and cultural needs)
  - sanctions and rewards
  - parent / carer involvement

<b>Revised by School</b>	February 2021
<b>Responsible Person</b>	Rob Jones Headteacher
<b>Responsible Committee</b>	Local Governing Body
<b>Next Review</b>	February 2024