

Kempsford Church of England School (Voluntary Controlled)



"Together, we will Rise"

Equality Policy

Category	Policy
Version	5.0
Published	May 2020
Owner	Headteacher
Author(s)	Richard Mendum

This is equality policy of the school. It is controlled by the Headteacher and reviewed by the FGB.

Document History

Version	Date	Comments
5.0	May 2021	Annual review
4.0	May 2020	Annual review and reformatting.
3.0	May 2019	New version of policy document approved
2.0	September 2017	New version of policy document approved
1.0	6 th September 2015	New version of policy document approved
Next Review Date May 2022		

Contents

1	Introduction	4
2	Statement of Intent.....	4
3	Statutory Requirements.....	4
4	Learning Environment.....	5
5	The Curriculum.....	6
5.1	The taught curriculum.....	6
5.2	Resources and materials	6
5.3	Language	6
5.4	Extra-curricular provision.....	7
5.5	Provision for Bilingual children	7
6	Provision for Disabled Pupils and Other Members of the School Community	7
7	Roles and Responsibilities	8
7.1	The Governing Body.....	8
7.2	The Headteacher.....	8
8	Staff and Staff Development.....	8
9	Information Gathering, Monitoring and Impact Assessment	9
10	Impact Assessment	9
11	Community Cohesion Duty	10

Purpose

This Equality Policy for Kempsford C of E Primary school brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

As a Christian school we underpin this policy with the belief that all people are made in the image of God and are of equal value and worth. As a Church of England School, we are called to be entirely 'inclusive' of all, following the life and teachings of Jesus Christ. The Church of England guidance for Church of England's Schools, 'Valuing All God's Children' May 2014 is an important document for us in terms of challenging homophobic, biphobic and transphobic bullying and language.

This policy is designed too:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

Kempsford C of E Primary School is committed to meeting different needs and will take steps to foster good relations, tackle prejudice and promote understanding between people from different groups. This may involve treating some people more favorably than others.

This policy is informed by the Equality Act 2010.

1 Introduction

We at Kempford School are passionate about our togetherness: 'How good and pleasant it is when God's people live together in unity!' (Psalm 133:1). Through our commitment to RISE, we ensure that every child can flourish in ...'LIFE, and have it to the full' (John 10:10). We are committed to promoting equality and diversity, providing an inclusive and supportive environment for all. We aim to develop a culture of inclusion and diversity in which people feel able to participate fully in school life. This policy sets out the principles under which Kempford C of E Primary School will operate to meet these aims. The policy is available to all governors, staff and parents and on request to any third party.

2 Statement of Intent

Kempsford C of E Primary School is committed to equality in all dealings with governors, staff, pupils and parents. The Governors and senior leaders will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its decisions.

All governors, staff, pupils and parents will have a right, through the agreed procedures, to challenge any decision or action that they believe to be in breach of these principles. Any governor or member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

3 Statutory Requirements

Kempsford C of E Primary School is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the eight "protected characteristics" that qualify for protection from discrimination as:

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

In addition there is also a duty to ensure no discrimination occurs on the basis of Marriage and civil partnership status. There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman, or a person from a particular religion or racial group.

Kempsford C of E Primary School will not normally seek to use exemptions from the above Act. Kempford C of E Primary School will give sympathetic consideration to requests for time off or for religious observance from staff who are active members of particular religions or beliefs, although such time off will be unpaid and will be considered only subject to operational requirements.

Kempsford C of E Primary School will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants or members of staff who have a disability.

Kempsford C of E Primary School operates a policy of automatic entitlement to interview for any disabled applicant who meets the essential criteria for a vacant post. In any event, although there may be practical difficulties in the appointment of some disabled people to the school, this will not be a factor in preventing their full and proper consideration and reasonable adjustments will be considered as required. Kempford C of E Primary School acknowledges these areas of regulation and confirms its commitment to enforce these specific duties in the school.

The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the Kempford C of E Primary School is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

4 Learning Environment

We have consistently high expectations 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, and parents are encouraged to view their own child's progress in the same light. All pupils are encouraged to be actively involved in their own learning.

Adults are required to provide good, positive and motivated role models in their approach to issues of equality of opportunity. Kempford C of E Primary School aims, through its differentiated provision, to meet all pupils' learning needs including those with Disabilities and/or Special Educational Needs and those identified as More Able Gifted and Talented. A range of methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils. The school ensures its environment gives pupils equal access to facilities and resources.

5 The Curriculum

5.1 The taught curriculum

At Kempford Primary School the curriculum is designed to recognise children's differences and talents. Through our STRIKE curriculum, we work together to ensure the children develop interpersonal skills, build resilience and become creative, critical thinkers. Our values underpin the teaching of basic skills, knowledge and concepts to enable all children to respect, improve, succeed and excel. Subject leaders have developed clear subject intents that underpin the overarching aim that all pupils progress well. Subject intents also reflect our commitment to equal treatment and equality of opportunity and reference our use of book hooks to facilitate cross curricular learning. Detailed curriculum mapping ensures these intents are implemented and takes account of the differing needs of our pupils, including SEND children. Alongside this, clear formative and summative assessment systems are in place for each subject which show the intended impact for all children. Impact is also measured through regular pupil conferencing and subject leader monitoring. Please see our Remote Learning Policy for remote and blended learning.

5.2 Resources and materials

We endeavor to ensure that the resources we provide:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Show positive images of people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal treatment and equality of opportunity issues
- Are equally accessible to all members of the school community consistent with health and safety.

We will also ensure that we will have no implicitly or explicitly racist, sexist, homophobic or ageist materials and that our materials will seek to promote equality.

5.3 Language

It is important that all members of our community use appropriate language that:

- Creates and enhances positive images of particular groups
- Creates the conditions for all to develop their self-esteem
- Uses the correct terminology in referring to particular groups (e.g. Inuit not Eskimo, Native Americans not Red Indians)

- Does not transmit or confirm stereotypes
- Does not offend.

5.4 Extra-curricular provision

It is the policy of Kempsford C of E Primary School to provide equal access to all activities from an early age wherever possible – for example with mixed teams for sports. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity and that all such non-staff members who have contact with children adhere to our policy.

5.5 Provision for Bilingual children

We undertake to make appropriate provision for all bilingual groups to ensure access to the curriculum. These groups may include Traveler children, children from refugee families, pupils whose home language is not a standard form of English or pupils for whom English is an additional language. While there is a need for pupils to learn to communicate in Standard English we believe that their home language should be celebrated and respected.

6 Provision for Disabled Pupils and Other Members of the School Community

The Equality Act 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.'

Definition of the terms:

- 'Physical impairment' includes sensory impairments
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'Substantial' means 'more than minor or trivial'
- 'Long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activity is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of risk physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

At the school we will take all reasonable steps within our available resources, including any additional resources specifically provided for the purpose, to enable pupils with disabilities to be treated equally and to have the same opportunities as other pupils. Similarly, we will make every effort to accommodate the needs of other members of our community with disability/ies. We have a Special Educational Needs and Disability Policy to outline further how these aims will be achieved.

7 Roles and Responsibilities

7.1 The Governing Body

The Governing Body, in co-operation with the Headteacher, determine the general policy and approach to equalities and must report to parents annually. The Governing Body will nominate one governor with responsibility for Equalities. The named Governor is Joe Dickens. The Equalities Governor will liaise regularly with the Headteacher and report back to the full Governing Body.

7.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including equalities. The Headteacher should keep the governing body fully informed and also work closely with the staff to ensure the policy is implemented. The Headteacher is responsible for producing an annual report within the head teacher report regarding the implementation of this policy for the Governing Body.

8 Staff and Staff Development

Head teachers and Senior Leadership Team include:

- Raising awareness of the aims of the Public Sector Equality duties with all staff, governors, parents and pupils
- Ensuring understanding of the broad definition of those groups identified in the Equality Act (2010)

We recognise the need for positive role models and distribution of responsibility among staff. This should include pupils' access to a balance of male and female staff. We undertake to encourage the career development and aspiration of all individuals. Staff are provided with training and development which will increase awareness of different groups of pupils in the various dimensions of equality of opportunity.

9 Information Gathering, Monitoring and Impact Assessment

Information to be gathered comprises:

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds
- Educational opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- Participation in extra-curricular activities
- Attendance, exclusions and truancy
- Identification of disabled pupils, parents, carers, staff and other users of the school to develop the Action Plan. (All efforts will be made to collect information.)
- Identity-based bullying and harassment - for example on the grounds of gender, disability or race, including the recording of such incidents.

10 Impact Assessment

Impact assessments refer to the review of all current and proposed policies and practices in order to help the school act to ensure no person with 'protected characteristics' is disadvantaged by school activities and the promotion of equality. Impact assessments are an on-going process to ensure that

our policies and practices develop, evolve and are incorporated into the planned review and revision of every policy.

Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment at Kempford C of E Primary School.

Equality of opportunity is identified as an area that requires ongoing monitoring through the School Development Plans and the Senior Management Team will be responsible for monitoring and evaluating this policy working with the Governing Body.

Monitoring of the following may be carried out to see where equality of opportunity for learning may need more intensive focus or further scrutiny as appropriate:

- SATs results
- Participation in extracurricular activities
- Exclusions and truancy
- Continuous assessment of children's learning
- Racist and sexist incidents
- Results from screening for specific learning needs

- Attendance.

11 Community Cohesion Duty

We will work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.