

Field Junior School Equalities Policy 2019

Field Junior School -

A happy school where learning, achievement and respect are valued by all

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (termed protected characteristics).

This means that schools cannot discriminate against pupils or staff or treat them less favourably because of their gender or gender identity, race, disability, religion or belief, sexual orientation or pregnancy or maternity. Age and marriage are also 'protected characteristics' for staff under the Act but these are not included in school pupil provision.

Introduction

At Field Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Field Junior School is an inclusive school where we focus on the well-being and progress of every child and where every member of our school community is of equal worth.

We welcome our duties under the Equalities Act which provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different 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
- whatever their sexual identity.

***We recognize, respect and value difference.**

At Field Junior, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 recognise that treating people equally does not necessarily mean treating them the same. We take account of differing experiences, needs and histories, and of differing challenges and barriers when formulating policy, practice and actions.

***We foster positive attitudes and relationships and a shared sense of cohesion and belonging.**

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all and which upholds British Values.

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 have the highest expectations of all our children and work to raise standards for all.**

We expect that all pupils can make good progress and achieve and we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

We work to achieve the best outcomes for the most vulnerable children in our school community and believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

***We aim to reduce and remove inequalities and barriers that already exist.**

We want to ensure

- That disadvantages for any group or individual are removed or minimised
- That specific needs of individuals or groups are met
- That participation in school activities is equally accessible to and fully participated in by all.

***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, retention and in continuing professional development

- whatever their age
- whether or not they have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity
- with full respect for legal rights relating to pregnancy and maternity

The Public Sector Equality Duty or “general duty” – introduced in April 2011

This requires all public bodies, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

Two “specific duties”

This requires all public organisations, including schools to:

- Publish information annually to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

***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.

We take seriously our duties with regard to safeguarding within the school to ensure all pupils are growing up in circumstances consistent with safe and effective care.

The Headteacher 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 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**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

The school Policy on Behaviour 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

There is guidance in our behaviour and bullying policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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. To advance equality we -

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, vulnerability and disability and take action to address any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Seek to involve all parents in supporting their child's education;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We provide support to pupils at risk of underachieving

What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events

Review relevant feedback from parent questionnaires, parents' evening and parent meetings.

Secure and analyse responses from staff surveys, staff meetings and training events

Review feedback and responses from the children and groups of children, from the school council and PSHE lessons.

Analyse issues raised in annual reports or reviews of progress on school support plans (SSPs)/

Provision activities, mentoring and support

ensure that we secure responses and feedback at Governing Body meetings.

Compliance with specific duties within the Equality Act

We base our practices on sound evidence. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

We will offer training, guidance and information where applicable, to enable them to do this.

The Governing body

The governing body has responsibility for ensuring that the school complies with all equalities legislation relevant to the school community and that this policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, when reviewing other school policies.

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).

Headteacher and Leadership team

It is the headteacher's role to:

- implement the school's Equality Plan and she is supported by the governing body in doing so.
- ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Teaching and Support Staff

Teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge all 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.

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 annually when the policy is reviewed.

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. The Equalities policy is published on the school website.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff at Field Junior School.

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. However we are 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. Our review takes into account information gathered from pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available on the school website and as paper copies in the school office.

We will ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, and special educational needs.

December 2019

In the implementation of this policy we will give due regard to the relevant sections of the following equalities legislation and advice –

Equalities Act 2010

Public Sector Equality Duty 2011

Reasonable adjustments for disabled pupils (2012) *Equality and Human Rights Commission*

Race Relations (Amendment) Act (2000)

Special Educational Needs and Disability Code of Practice: 0-25 *DFE*

Supporting pupils at school with medical conditions (2014) *DFE*