


MEDWAY COMMUNITY PRIMARY SCHOOL



EQUALITIES POLICY 2022-2026

Head Teacher Steven Williams		Date September 2022
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OVERVIEW

The Single Equality Act came into place in 2010 and brought together the duties that are already set out in our Equal Opportunities, Race, and Disability and Gender policies into one single Equality Duty. This policy is written to underpin and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all eight of the equality strands: **age, disability, gender, gender reassignment, race, religion or belief, pregnancy and maternity and sexual orientation**. Although age is now a **protected characteristic**, it does not apply to children in school. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally.

OBJECTIVES

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of protected characteristics
- Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion)
- Strive for all pupils, regardless of protected characteristics of the absence thereof, to achieve the highest possible standards in their learning and make good or better progress
- Ensure that the appointment of staff is in line with equal opportunities legislation
- Ensure that the governing body of the school reflects the wider community
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs

STRATEGIES

1. All monitoring, evaluation and review work carried out will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents/carers and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that planning, teaching and learning takes account of this policy and they will ensure that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all, and this diversity will be recognised as a positive, rich resource for teaching, learning, the curriculum and personal/social development.
5. Training opportunities will be provided for staff to raise awareness of their Equality Duty and to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
6. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

7. The school will make every effort to ensure fair and diverse representation at all levels of staffing and management structures e.g.; governing body, middle and senior leadership, student council, etc.
8. The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy plays an important part in the educational development of individual pupils and groups of pupils. It will ensure that all pupils and adults are treated equally by the school making all the reasonable adjustments necessary to promote equality of opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

The school's planned actions for meeting and implementing the statutory duties are:

- To ensure the entire school community is aware of the Single Equality Duties and have the knowledge, skills and understanding to meet their requirements
- To identify and address barriers to equality of access to the curriculum and life of the school for all children and their parents/carers, whatever their gender, race, religion/belief or disability
- To promote community cohesion and a strong sense of belonging for all groups

These will be reviewed every three years.

THE ROLE OF GOVERNORS

- The governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive of children and responsive to their needs based on race, gender, socio-economics, religion/belief and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of age, disability, gender, gender reassignment, race, religion or belief, pregnancy/maternity or sexual orientation.
- The governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and will also strive to make school communications as inclusive as possible for parents/carers and children.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender, religion/belief or disability.
- The governing body ensures that no child is discriminated against whilst in the school on account of any of the Equality Act protected characteristics.

THE ROLE OF THE HEADTEACHER (LEAD MEMBER OF STAFF RESPONSIBLE FOR EQUALITY)

- It is the head teacher's role to implement the school's Equality Plan and he is supported by the governing body in doing so.
- It is the headteacher and assistant head teacher's role to ensure that all staff is aware of the Equality Policy and that staff apply these guidelines fairly in all situations.

- The headteacher ensures that all recruitment selection panels give due regard to this policy so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equality of opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

THE ROLE OF ALL STAFF: TEACHING AND NON-TEACHING

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the lead member of staff or headteacher.

THE ROLE OF CHILDREN

- Children will support the school in identifying barriers to equality for them and be kept aware of the development of the Equality Policy and of how it applies to them. They will be encouraged to treat each other with respect and to report discriminatory incidents.

THE ROLE OF PARENTS/CARERS

- Parents/carers will be invited to take an active part in identifying barriers to equality for the school community, and in supporting and challenging the school to achieve its commitment in tackling inequality and achieving equality of opportunity for all. They will be kept aware of the on-going development of the Equality Policy.

STRATEGIES TO IMPLEMENT OUR VISION:

Teaching and learning

- Ensure all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning styles.
- Use contextual data to improve the ways in which we provide support to individuals and groups of children.
- Monitor achievement data by gender, ethnicity, special educational needs, disability, free school meals, etc. and action any gaps.
- Take account of the achievement of all children when planning for future learning and setting challenging targets.
- Ensure all children have the opportunity to take a full and active role in school life, including the full range of extra curricular activities, in order to prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school' population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all.
- Seek to involve all parent/carers in supporting their child's education.

- Have high expectations of all the school community and help them fulfil their aspirations.
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- Recognise and value bilingualism.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning, including teaching and classroom-based approaches that are appropriate for the whole school population and which are inclusive and reflective of our pupils.

DISAPPLICATION AND MODIFICATION

- The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances, and in consultation with the child, parent/carer and Local Authority. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification.

TRAINING

- The school supports inclusive practice by ensuring equality is an ongoing focus for staff and governor training.

FUNDING

- The school allocates funding from the school budget together with additional funding to employ additional adults to support inclusion and equality.
- The school deploys funding to employ a Home-School Team to support inclusion and equality.
- The school deploys funding to support a range of pre-school, after school clubs and parents/carers training, and facilities to enhance inclusion and equality.

ADMISSIONS AND EXCLUSIONS

- Our admissions arrangements are fair and transparent, and do not discriminate on the basis of race, gender, disability or socio-economic factors.
- Exclusions will always be based on the school's Behaviour Policy and Local Authority guidance. We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

EQUAL OPPORTUNITIES FOR STAFF

- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 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 that wherever possible the staffing of the school reflects the diversity of our community.
- Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith, religion or belief are considered when appointing staff and when

allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

TACKLING DISCRIMINATION

- All staff is expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a child's individual circumstances.
- Incidents of discrimination, harassment or bullying are dealt with by the member of staff present, and then by a class teacher or member of the Leadership Team as required.
- All racist incidents are reported to the Senior Leadership Team who reports them to the local authority on a termly basis. (A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person').

TYPES OF INCIDENT

Types of discriminatory, harassment or bullying incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to a person's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

RESPONDING TO AND REPORTING DISCRIMINATORY INCIDENTS

Monitoring

The school's pupil tracking system will be used to track the progress and attainment of children and groups of children to obtain information on whether our equality policy and practice is effective. It is the responsibility of the governing body to monitor the effectiveness of the Equal Opportunities Policy. They can do this by:

- monitoring the progress of children from minority groups and comparing it to the progress made by other children in the school
- monitoring the staff appointment process so that no-one applying for a post at this school is discriminated against
- monitoring the school behaviour and exclusions policy so those children from minority groups are not unfairly treated
- taking into serious consideration any complaints regarding equal opportunity issues from parent/carers, staff or children

MONITORING, EVALUATION AND ANALYSIS OF IMPACT

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, staff and governors will review progress against our Equality Objectives annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, vulnerability and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish an Accessibility plan on the school website
- Raise awareness of the plan through assemblies, staff meetings and other communications
- Ensure hard copies are available