

John Blow Primary School - EQUALITY POLICY

School vision and values:

At John Blow we, as a staff, share a vision of what education can be about and work together to make that vision a reality.

Our vision is one which embraces all children and their parents. We accept children for what they are and seek to help them to develop to their full potential. We set out to help children gain responsible attitudes towards fellow human beings and towards the environment in which they live.

John Blow is a 'doing' school. The staff regard difficulties and problems as challenges and work together to find solutions to overcome them.

No school exists in isolation, and here at John Blow we see ourselves as an important part of the local community. We regard parents as partners in education and communicate and work together for the good of all our children.

We value our pupils and strive to provide the very best for each one, looking for the good things each child has to offer. Each child is unique and we, as teachers, have the privilege and responsibility of contributing to the development of each human being. We, as a staff, recognise and accept this responsibility and share a vision which is strong, yet flexible enough to comprehend the infinite variety its children bring.

MISSION STATEMENT

At **John Blow Primary School** we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At **John Blow Primary School** we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as 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

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

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

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. 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.

SCHOOL CONTEXT

John Blow Primary School is medium sized rural school, set in a large rural village on the Nottinghamshire/Lincolnshire border. Housing stock varies from local authority to large private detached properties. In January 2012 the most recent census data showed 7% of the children as having free school meals. The vast majority of pupils speak English as a first language and about 6% of children are on the SEND register. Children's attainment is above national averages when they leave the school despite the majority entering the Foundation Unit being assessed at below age expectations. Pupils' capacity for learning is therefore deemed to be good and their progress during their time at John Blow School overall good.

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LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help the school meet the duties:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and that pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Each subject area will be kept under review, including the resources available. The school makes a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected and used to inform planning and provision to support individuals and groups of pupils. We recognise the importance of scrutinising assessment materials for cultural bias.

ETHOS AND ORGANISATION

John Blow Primary School is a welcoming school, where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others is fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. We aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We strive to achieve our aims in the firm belief that every child should attend school with pleasure, satisfaction and profit, leave with regret and remember with pride.

As a school:

- We believe that each member of the school community deserves respect and care
- We endeavour to ensure that all pupils achieve to their full potential
- We value good relationships between the different members of the school community

We aim to:

- Provide a secure environment in which all our children can flourish and achieve all five outcomes of **'Every Child Matters'** (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- Plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage
- Make inclusion a thread which runs through all our activities

To achieve these aims we will:

- Involve the whole school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and impact assessments with the whole community
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we consider all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality covering a three-year period.

Policy planning and development

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity
- The data collected is used to inform further school planning, target-setting and decision-making

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school takes its legal obligations to eliminate discrimination and harassment and victimisation seriously, as well as the duty to foster positive relations between groups and individuals. The school has adopted the Stephen Lawrence definition of a racist incident to cover all forms of prejudice.

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body, via the head teacher's report

Staff are trained through staff meetings and via external training

ROLES AND RESPONSIBILITIES

The Governing Body should:

- Ensure that the school complies with equality legislation
- Meet requirements to publish equality schemes
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinise the recording and reporting procedures at least annually
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- Provide information in appropriate, accessible formats
- Be involved in dealing with serious breaches of the policy
- Be pro-active in recruiting high-quality applicants from under-represented groups

The Headteacher should:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with LA guidance
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- Produce a report on progress for governors annually

All Staff should:

- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

INFORMATION AND RESOURCES

The policy was developed through discussions with staff, parents (through the Parents' Forum and parent questionnaires), pupils (through School Council and pupil questionnaires) and governors, and formulated with guidance from the Local Authority. The policy and procedures are reviewed bi-annually. All new policies are subject to an equality impact assessment before approval by the governing body.

A racial incident log is kept, and the number of incidences reported to the LA at least yearly. Attendance data, attainment data and exclusions data are all published in the school's prospectus.

The policy is available to all parents via the school website – www.collingham.notts.sch.uk

STAFF DEVELOPMENT AND TRAINING

Staff training needs are identified through school reviews and through performance management/professional development reviews. New and temporary staff receive internal induction training, and are also allocated a mentor. They are required to read the relevant school policy/ies. Training is refreshed with the review of the policy, or earlier if required.

BREACHES OF THE POLICY

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Head teacher, Governing Body and LA as required.