



Long Sutton Primary School

Single Equalities Policy

This policy outlines the commitment of the staff and Governors of Long Sutton CE Primary School to ensure that equality of opportunity is available to all members of the school community for our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity, achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- Governors
- Visitors to the school

We recognise that it is very important for all of us to work together to achieve this aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all pupils and to play our own part in ensuring this equality within the whole school community.

Our School Aims

In meeting all of the duties described within this scheme, this means that all of our actions will embody the schools key principles and values.

At our school we aim to create a caring, secure, happy and exciting place to learn: where every child is able to find their unique talents and is able to develop their potential to the full.

Our school is a place where we all try to do our best in all that we do.

Our school is linked to the diocese of Winchester. We aim to develop and preserve its religious character, in partnership with the Church in the Parish and the Diocese.

The school encourages an understanding of the meaning and significance of faith and promotes Christian values through the experiences it offers to all its learners.

We are a tolerant, forgiving and inclusive community dedicated to the intellectual, emotional, spiritual and physical development of every child, enabling them to realise their own ambitions and achieve as well as each of them can. We help every child to become a caring and responsible member of the World, who are proud of their own and others achievements.

The school aims to:

- to promote and maintain the welcoming, family ethos of the school;
- to enable children to reach their full potential;
- to provide children with a safe and secure environment;
- to ensure that children are as happy and healthy as they can be;
- to help children to grow in confidence and independence;
- to enable children to develop their spiritual, moral, social and emotional selves;
- to provide children with a rich and stimulating learning environment and good teaching;
- to prepare children for their future lives
- to build in children a sense of their own environment and culture and to widen their appreciation of the many environments and cultures of the world;
- to enable children to appreciate their place in their local, national and international communities;

- to help children to embrace difference and diversity;
- to promote the school Golden values

We believe that equality at our school should be obvious in all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Our School

- Our school is approximately 140 pupils. Cohort sizes vary and the balance of boys and girls is different from year to year.
- Most children are from a white British background although there are a small number from other cultures and who do not have English as a first language.
- About 10% of the children are on the SEND register for a variety of different reasons.
- Our school is physically accessible to wheelchair users, there is a disabled toilet with modifications made to the toilet space, supports have been put into place, the door is widened and opens outwards; there is a sufficiently large turning space before the toilet door.
- The majority of the school is accessible to wheelchair users with ramps to spaces outside of the main school building and modifications made to door areas.
- Fire exits are clearly marked.

Legislation

The school abides by the following legislation

- Our school Information Report for Parents on SEND.
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)

Our Duties:

Under statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups

Our aims within our teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action 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, including identified British values, that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education;
- Ensure children in "split" cohorts are entitled to equitable access to the age related curriculum

Admissions and exclusions

Our admissions arrangements, which are the Hampshire Schools' Admission arrangements, are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Where exclusions are necessary these will always be based on the school's Behaviour and Exclusions Policy. We will closely monitor exclusions to avoid any potential adverse impact; Hampshire guidance is followed where an exclusion is enforced.

Under our specific duty we:

- Monitor the impact our plans and policies have on raising the achievement of minority ethnic groups

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we have due regard to:

1. Promote equality of opportunity between disabled people and other people.
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities

Accessibility

There is specific legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access.
- Make written information accessible to pupils in a range of different ways.

We must make sure that disabled pupils do not receive less favourable treatment and to do this the school has to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community Cohesion

We promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups.

Age, sexual orientation, religion and belief

We will ensure that we do not discriminate on these grounds.

Values and Visions

Our school aims and the actions of all involved with the school underpin the following values:

- We strive to make the best provision for all pupils and students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences.

- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic backgrounds and people of different gender or sexual orientation.

Self monitoring, Review and Evaluation - children

Long Sutton CE Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which all pupils are encouraged to fulfil their potential.

We use the following information about all pupils:

- Attainment levels
- Attendance Levels
- Exclusions
- Involvement in activities outside the school day
- Complaints of bullying and harassment

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Self monitoring, Review and Evaluation – employment and governance

Long Sutton CE Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

The role of the headteacher (senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and is supported by the governing body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointments 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 equal 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

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- 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 headteacher

Tackling discrimination including Dealing with Racist Incidents

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are 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 pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body at governors meetings.

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory 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 victim'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 incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:

- The school ensures that any incident that staff overhear or deem to have racist overtones is discussed with the headteacher. The headteacher, as the staff member charged with promoting all aspects of equality, investigates the incident.
- All incidents are reported to the parents/carers and the school notifies the Governing Body. Information about racist incidents is recorded

Equality Impact Assessment

The policies in the school are reviewed over the academic year by the governing Body and key user groups. The school needs to ensure that every aspect of its working is genuinely accessible and meets the need of the children, staff, parents, carers and local community in relation to age, disability, gender, race, religion, belief and sexual orientation.

There is an inventory of the existing policies within the school, and the school undertakes a rolling programme of review and impact assessment for all policies and procedures.

Our school policies

We have used our existing school policies to inform our Single Equalities Scheme. These include:

- School Development and Improvement Plan -annual plan
- SEND Policy
- School Building Development plan – accessibility plan
- Discriminatory Incident reporting policy
- Anti-bullying policy
- Behaviour Policy

Roles and Responsibilities

- The headteacher is responsible for the implementation of this scheme and will ensure staff are aware of their responsibilities, that they are given necessary training and support and will report to the Governing Body.
- The Headteacher also has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure that all visitors to the school, including parents/carers adhere to our commitment to equality.

Publishing our Scheme and Action Plan

Copies of this Single Equalities Scheme and Action Plan are available via:

- Our school website
- Available to read in the school office
- Within the staff Code of Conduct File

Date of Policy: February 2017

Date of Review: February 2019

Signed (Head teacher)

Signed(Chair of governors)