

Happisburgh CE VA Primary & Early Years School

Learning for Life To be the best you can be
"Let your light shine" Matthew 5:16



Formally adopted by the Governing Board	
On:	
Review date:	
Chair of Governors: Amanda Sands	
Head teacher: Kathryn Jackson	

EQUALITY POLICY

Happisburgh CE VA Primary and Early Years School is committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the school community.

We focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 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.

Equalities scheme

Scope

This policy encompasses the following protected characteristics:

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

- Marriage and civil partnership

Happisburgh does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

Purpose

Our approach to equality is based on the following key principles

- All learners, staff, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our school's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

This scheme is in place to ensure that the school's ethos, policies and practices respect and protect the rights of all individuals, and promote practices to ensure that all pupils and staff are enabled to make the most of their abilities and qualities. It is central to the promotion of community cohesion.

The school will make every effort to ensure that all groups prosper and are not subjected to harassment or discrimination. The progress and well-being of all children will be monitored and evaluated with particular emphasis on those:

- with Special Educational Needs
- who have difficulties in accessing the school's facilities or services
- who speak English as an additional language
- who have frequent moves and lack stability in life leading to time out of school or low attendance
- who are caring for others
- from homes with low income, and/or inadequate home study space
- who have experienced bullying, harassment or social exclusion
- with low levels of parental support or different parental expectations
- with emotional, mental and physical well-being needs
- who exhibit challenging behaviour
- from minority ethnic groups including travellers, refugees and asylum seekers.

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
- 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 to day life of the school.

- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- We ensure that 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
- The school's Behaviour Management Policy takes full account of the 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 the school for evidence of over-representation of different groups and take action promptly to address concerns.
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support School improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the School's Equality Objectives.

What we are doing to foster good relations

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church
- We enable employers and other groups to work with pupils in the school to broaden and deepen their educational experience

Roles and responsibilities of Head teacher, other staff, governors

The Head teacher will:

- Ensure that a school culture and ethos is established, maintained and developed which celebrates diversity/equality and achievement; promotes high expectations and inclusive approaches towards disabled people and those of different ethnic groups and religions; listens to and involves pupils, parents, carers and staff; communicates behaviour expectations; ensures

that it welcomes applications for school places and jobs from all sections of the community; and ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

- Prepare an equalities plan within the school development plan to describe what the school will do to ensure that its policies and practice do not discriminate unfairly, directly or indirectly, against any groups of adults or pupils in the school; that it is accessible to all; and that positive role models and an outward facing perspective will strengthen it.

The staff will actively implement the equalities plan, and support the monitoring of impact.

Students, parents and carers will be consulted on the plan regularly and be kept informed through the school prospectus and home/school agreement.

Visitors and contractors will be made aware of the policy through relevant signs around the school and clauses in contracts.

The Governing body will:

- incorporate equality targets into the school plan
- use its power to nominate governors to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken. The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

In the case of pupils breaching the policy:

- staff dealing with the incident will complete an incident report form
- the perpetrator will be dealt with in accordance with the behaviour policy
- the consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of parents, visitors or contractors breaching the policy they will be reminded of the school's commitment to equality and asked to desist, and further incidents may lead to individuals being requested to leave school premises.

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Head teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy.

Serious breaches constitute criminal offences.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- On the school website
- As paper copies in the School office
- In the staff handbook
- As part of induction for new staff

Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, see Appendix Two, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of school life such as the School Improvement and Development plan, web sites, newsletters and other policies e.g.

- Equality and Diversity Policy for employees
- Anti-bullying policy (pupils)
- Staff bullying and harassment policy
- SEND Information Report
- Admissions policy
- Accessibility plan