

# ***Frittenden Church of England Primary School***

## **Equality Policy and Objectives**



**Shepherding our school community to enrich God's world and flourish.**

<b>Policy control</b>	
Responsible Person:	Vikki Furr
Responsible Governor Team:	Full Governing Body
Approved by Governors:	July 2023
Date due for review:	July 2026

***Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:***

At our school each child is known and nurtured in our inclusive family; we value each member of our community equally. Our enriching curriculum develops the whole child to find joy in the every day. We are responsible and respectful, outward looking environmentalists who shepherd God's world and each other.

### ***Our Values:***

Compassion. Respect. Joy

## 1. The School Context

This Equality Policy for **Frittenden CofE Primary School** is a single policy for all protected characteristics covered under the **Equality Act 2010**. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

**Frittenden CofE Primary School** is a mixed age class rural school in the village of Frittenden. There are around 100 pupils on role of whom 56% (54) are girls and 44% (41) are boys. 93.6% of all pupils are white. There are 9 pupils (9.5%) of other ethnic origins in school, 9.5% of pupils (10) have English as a second language or come from a bilingual home.

## 2. Aims and Values

Equality of opportunity in school is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors and parents. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments.

We place a high value on diversity and treat every member of the school as an individual. We aim to meet the needs of all, taking account of gender, ethnicity, religion, language, age, ability, disability and social circumstances.

The school is committed to:

- ensuring that all, pupils and staff, are encouraged and able to achieve their full potential
- helping all pupils to develop a sense of their own personal and cultural identity and to respect the identities of others

- encouraging every pupil to develop the knowledge, understanding and skills needed to participate in a multi-cultural society and an interdependent world.
- eliminating all forms of prejudice, victimization, discrimination, harassment and racism.
- promoting equality of access within our school and within our wider community.
- promoting positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, abilities and ethnic origins.

### **3. Our Commitment to Equal Opportunities including Race Equality**

We endeavour to be proactive in promoting equal opportunities, including racial equality, good race relations and in tackling racial discrimination whenever it may occur within our school and work. We generally aim to take a whole school approach in this context. Wherever possible, we work in partnership with our parents and the wider community.

Our commitment covers all aspects of the school's work including:

- Progress, attainment and assessment
- Behaviour discipline and exclusions
- Personal development and pastoral care for our pupils
- All aspects of teaching and learning and the wider curriculum
- Admissions and attendance
- Staff recruitment and professional development
- Partnership with parents and communities

#### **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Underlying our diversity lies commonality and shared values, aspirations and needs. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

#### **Our vision statement about Equality**

Frittenden CofE Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination

and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all<sup>3</sup>. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child<sup>4</sup> as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- assessment / exam arrangements
- behaviour management approach and sanctions
- exclusion procedures

- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

#### **4. Roles and Responsibilities**

**The Governing Body** is responsible for ensuring that the school complies with the Equality Act 2010 and other equal opportunities legislation:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

#### **Our Headteacher will:**

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors and contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

**Our Senior Leadership Team will:**

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

**Our pupils will:**

- be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy

**Our parents/carers will:**

- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child
- have access to the Policy through a range of different media appropriate to their requirements

**Our school staff will:**

- be involved in the ongoing development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Policy
- make known any queries or training requirements

## **5. Curriculum, Teaching and Assessment**

In our curriculum planning we endeavour to meet the needs of all pupils. Resources are selected and used to promote equal opportunities. The criteria used for allocating groups are fair and equitable for all pupils. Our aim is to ensure that assessment methods are free from any unfair bias. We use assessment outcomes to identify the specific needs of any pupils who may be underachieving. Our aim is to make sure that teaching methods and styles are varied to take account of different needs of individuals or groups of pupils.

Wherever possible we aim to celebrate cultural and racial diversity through the curriculum. Our aim is not only to encourage all pupils to oppose racial discrimination but also to make sure that they have the skills to challenge such racism as and when it occurs.

Extra-curricular activities cater for the interests and capabilities of all pupils and all have access to them.

## **6. Admissions, Attendance, Discipline and Exclusion**

We take steps to ensure that the admission process is fair and equitable to all pupils from all groups. The school monitors pupil attendance by groups (including ethnicity and gender) and uses data to develop strategies to address poor attendance. We accommodate staff and pupils' needs to take time off for religious festivals.

We aim to identify and adopt good practice strategies in order to reduce differences in rates of exclusion between ethnic groups. Our procedures for disciplining pupils and managing behaviour are fair and are applied equally to all pupils irrespective of ethnicity or gender. All processes for excluding a pupil is free from racial discrimination and our strategies to re-integrate excluded pupils accommodate the needs of all pupils.

## **7. Pupils' Personal Development, Attainment and Progress**

The monitoring of pupil's attainment and progress by gender, free school meals enables the identification of underachievement and the school acts on the basis of this monitoring. We take all opportunities to celebrate the achievement of all our pupils. All pupils have equal access to curriculum enrichment activities and programmes. Individualized support is provided wherever necessary.

## **8. Parents and Community**

Our policy is to regularly inform all parents of their child's progress. All parents/carers are encouraged to participate at all levels in the life of the school. The school works in partnership with parents/carers and the community to develop positive attitudes to difference and cultural diversity.

## **9. Staffing**

The school adheres to recruitment and selection procedures, which are fair, promote equality and are in line with statutory duties and operates within the framework provided

by the LA. Steps are taken to identify support and provide opportunities for the professional development of all staff.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made<sup>5</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

## **10. Evaluation and Review of the Policy**

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.



## **Appendix A**

Definitions of Racial Harassment / Ethnic Categories Racial Incident Record Termly report of school incidents for LA/Governors

### **Definitions of Racial Harassment**

The following are examples of racist incidents, which may involve pupils, teachers and non-teaching staff.

#### Disrespect and Non Co-operation

- Ridicule of an individual's cultural differences e.g. food, music, dress, language etc.
- Showing ignorance of a pupil's cultural practices, in a way which makes the pupil feel uncomfortable, belittled or harassed
- Refusal to co-operate with other people because of their ethnic origin

#### Verbal Harassment

- Derogatory name-calling, insults and racist 'jokes'
- Racist comments in the course of discussions
- Verbal abuse and threats

#### Physical Harassment

- Violent attacks or physical intimidation of children and adults of different ethnic backgrounds

#### Other Incidents

- Damage caused to a person's property which is racially motivated
- Provocative behaviour such as wearing racist badges or insignia
- Racist graffiti
- Bringing racist materials such as leaflets, comics or magazines into the school
- Attempts to recruit other pupils into racist organisations
- Incitement of others to behave in a racist way

## SUGGESTED GUIDANCE FOR SCHOOLS

### Ethnicity Groupings Guidance

Caribbean		Indian		White British		White and Black Caribbean	
Chinese		African		Pakistani		White and Black African	
Any other Black background		Bangladeshi		Any other White Background		White and Asian	
Any other Asian background		Any other mixed background		Any other ethnic group			

### Responding to equality-related incidents

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

**Appendix B**

**EQUALITY OBJECTIVES: 2023-2026**

<b>Link to Public Sector Equality Duty</b>	<b>Protected characteristic</b>	<b>Aim:</b>	<b>Objective:</b>	<b>Target group(s): e.g. whole school, girls, boys, SEN, staff etc</b>	<b>Action:</b>	<b>Who's responsible?</b>	<b>Dates from and to:</b>	<b>Milestone/ progress:</b>
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of global rights and responsibilities	For pupils to increase awareness and understanding of global issues such as equality, fairness, justice and sustainability	All pupils and staff	Staff training on Global Education Partnership projects with Starfish Malawi	Senior Leadership Team and Governors	December 2021 to December 2025	
Eliminate unlawful discrimination, harassment and victimization  Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Identification of equalities training needs in relation to protected characteristics  Improved data collection and analysis on staffing issues  Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with local authority guidance  Improved data collection and monitoring of equality information relating to staff	Governors	December 2021 to December 2025	
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Respond to disability issues/needs as appropriate	SLT	December 2021 to Dec 25	
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group  Work with external advisers and Cluster colleagues to devise effective strategies to improve attainment of group. Monitor and review use of	SLT	December 2021 to December 2025	

					Pupil Premium Funding			
Advance equality of opportunity	Disability	To ensure children with medical needs are provided for appropriately	Medical provision is suitable and appropriate	All children with medical needs	Ensure all relevant staff are trained in the correct procedures Provide suitable places for children to receive medical attention	SENCO	December 2021 ongoing	
Advance equality of opportunity	Disability / All	To increase social and emotional skills for pupils with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils to handle difficult situations and a reduction in classroom disruption.	Pupils with BESD	Ensure all relevant staff are trained to deliver small group work sessions to support targeted pupils in developing social and emotional skills.	Teaching Assistants overseen by SENCO	December 2021 ongoing	
Fostering Good relations	All	To promote good relations between people from different backgrounds and an understanding and respect for differences	<p>Improved understanding of the local community and diversity within it.</p> <p>Increased positive attitudes towards people from a different ethnic background or with a disability.</p> <p>Greater understanding and respect for differences.</p> <p>The school ethos and curriculum promotes respect for the differences of the school community.</p>	All pupils, parents, staff and governors	<p>Invite representatives from these equality groups to meet with pupils</p> <p>Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.</p> <p>Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.</p> <p>Use events like the Olympics etc as an opportunity to explore other cultures.</p> <p>Review resources used within topics to ensure global awareness and different cultures and beliefs are represented in particular use of rich texts within English.</p>	SENCO and all class teachers	December 2021 ongoing	

## Appendix C: Key legislation

### Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

## **Accessibility planning**

Accessibility planning is a statutory duty. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

## **Auxiliary aids and services**

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.