



## Stoke by Nayland C of E Primary School

### Equalities Policy

*(See separate Accessibility Plan & Risk Assessments)*

***This policy should be read in conjunction with our Anti-discrimination Policy***

#### Introduction

This policy strives to amalgamate all equalities legislation into one single equality policy and follows guidance from Suffolk County Council. Equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and they are reviewed and updated annually and, reviewed by the LGB at least once every four years.

#### Statement/Principles

This Policy outlines the commitment of the staff and Local Governing Body to promote equality and eliminate discrimination and other conduct prohibited by the Equality Act 2010. This involves tackling the barriers that could lead to unequal outcomes, ensuring that there is equality of access and that the diversity within the school community is both celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Stoke by Nayland C of E Primary School we promote equality irrespective of gender, age, disability, race and nationality, religion or belief or other protected characteristics under the 2010 Equality Act.

This Policy will be shared with the whole school community and any comments / suggestions will be considered for future revisions.

#### Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

#### Monitoring and Review

The Headteacher is responsible for co-ordinating monitoring and review, including:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with any governor with particular responsibility for equality;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching

- Behaviour, discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

## **Policy Commitments**

At Stoke by Nayland C of E Primary School we are committed to promoting equal opportunity and access for all of our pupils. We strive to adapt our teaching and learning, resources and school buildings and grounds to ensure that adults and children with a disability can be happy, achieve well, and are able to be involved in all aspects of school life. We are also committed to providing as full access as possible to adults who are stakeholders in our school. The school always considers the impact of significant decisions on particular groups, for example, when a school trip or activity is being planned, the school considers whether the trip; overlaps any religious holidays; is accessible to pupils with disabilities and has equivalent facilities for boys and girls.

### **Promoting Equality: Curriculum**

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

- Curriculum planning reflects a commitment to equality;
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- Visits to other schools with differing characteristics to our own;
- The use of images and materials that positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

High expectations are held for all pupils regardless of age, disability, gender, race and nationality, religion or belief and social background. To secure the best possible outcomes for children of all abilities we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement or encourage further growth and challenge in areas of strength;

- The school places a high emphasis on those with special educational needs;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils. To promote pupil engagement pupils are encouraged to be actively involved in their own learning.

### **Promoting Equality: Ethos and school atmosphere**

- At Stoke by Nayland C of E Primary School we are aware that those involved in the leadership and governance of the school community are instrumental in demonstrating and promoting mutual respect between all members of the school community;
- The school generates a feeling of openness and acceptance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through the planning of assemblies, classroom based and off-site activities. Assemblies cover relevant issues;
- Pupils' views are actively encouraged and respected. Pupils have an effective voice in school, for example through the School Council and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and are open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Steps are taken where possible to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;

- All supply staff and contractors are made aware of Equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies is kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents.
- The school reports to Local Governors, parents the MAT and Suffolk County Council on an annual basis any prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

Stoke by Nayland C of E Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the full life of the school;
- Maintain good channels of communication, e.g. regular newsletters, class communications, teacher availability, parent evenings, briefing sessions and questionnaires, to ensure parents' views are captured and considered;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of all newly arrived pupils are made to feel welcome.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for the promotion of equalities.

**The Local Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or any standalone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor (if applicable), will have an overview, on behalf of the Local Governing Body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

- Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

**The Headteacher and Senior Leadership Team** have responsibility for:

- In partnership with the Local Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy and schemes;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any discrimination against individuals as identified by the characteristics of the Equality Act 2010.

**All school staff have responsibility for:**

- The implementation of the school's Equalities Policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of any identified characteristics identified in the Equality Act.
- Keeping up to date with Equalities legislation by attending training sessions or events organised by the school or Local Authority or recognised training provider.

### **Measuring the Impact of the Policy**

The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. Under the action plan a timeline will be published to enable impact assessment to be undertaken at the appropriate time. The main findings from equality impact assessments will be published for the school community.

Signed: ..... *Headteacher*

Date: January 2020

Signed: ..... *Chair of Governors*

Review: January 2021