



CUMNOR C of E PRIMARY SCHOOL EQUALITY POLICY and PLAN

Agreed by Governors

January 2016

V CARR (Chair of Goves)

E READ (Headteacher)

To be reviewed January 2018

Cumnor Church of England Primary School is an inclusive school where there is equality of opportunity for all . We work in partnership with parents , the church and the local community to promote a sense of belonging and respect for others. We are committed to enabling every child to make excellent progress and to participate fully in school life. Our staff strive to ensure that all our children develop a lifelong love of learning so that they can fulfil their dreams and be the best that they can be

Our commitment to equal opportunities ensures that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, religion, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. We recognise differences, meeting individual needs and taking positive action so that everyone has equal access to the opportunities offered by the school.

We believe that the Equality Act 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.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Equality Act 2010 has three aims under the general duties for schools. To have regard for the need to :

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics
2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not
3. Foster good relations between persons with a relevant protected characteristic and those who do not

Our school has:

Reviewed our equality data, policies and practice and identified gaps

Examined how our school engages with the protected groups, identifying where practice could be improved

The outcomes are published within our Single Equality Plan .The Plan has been agreed by our Governing Body and in line with other legislative requirements, we will review our progress annually and publish our report on the school website

Our approach to equality is based on the following 7 key principles

1. All learners are 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 and whatever their sexual orientation.

2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, but especially for the most vulnerable.

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must 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, even where that involves treating disabled people more favourably than other people.

Accessibility

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

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;-this may include making reasonable adjustments to auxiliary aids and services for disabled pupils
3. Make written information accessible to pupils in a range of different ways

Gender equality

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

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

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 re-assignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Other School Policies

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

Equal Opportunities

Behaviour

SEN

Anti- Bullying

Promoting British Values

Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors will review the Equality Policy every two years and evaluate the success of the school's Equalities activity taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Headteacher and Chair of Governors have responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he/they will have informed knowledge of the Equality Act.

Teaching and Support Staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will revisit the principal expectations and duties of the Equality Act at a whole staff meeting *in Spring 2016*. Staff will receive a certificate of attendance

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information on the school website to enable them to do this.

Key contacts

Staff responsible for equalities _____ **Mr E READ** _____

Lead governor _____ **Mrs V CARR** _____

General Principles

The Equality Policy and Plan and Objectives are informed by the involvement of staff, parents, governors, pupils and other stakeholders who will form a working group to monitor the development of this Policy.

- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives

- *The Head teacher has* responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference and to question and discuss all forms of stereotyping, prejudice and discrimination
- All groups of pupils are encouraged to participate in school life and make a positive contribution
- The school monitors bullying and harassment of pupils in terms of equality and diversity and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community and the wider community
- Minority ethnic, disabled and both male and female role models are promoted positively in lessons, displays, discussions and class assemblies
- The school environment is increasingly accessible to pupils, staff and visitors to the school .
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers and appropriate formats for receiving information are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- There is flexibility in the setting of meeting times to allow the maximum number of parents to attend
- Procedures for the election of parent governors are open to candidates and voters who are disabled
- The school's recruitment , selection and appointment processes are all conducted in line with the Equality Act 2010

Equality Action Plan

Duty	Objective	Action	Lead	Monitoring and Time Frame	Success criteria
	Awareness of the Equality policy and plan	All staff are reminded of the Equal Opportunities Policy and Plan	ER	Easter 2016	Training complete
Eliminate discrimination	To ensure that all staff are aware of procedures to report racist /homophobic /bullying incidents etc.	Staff meetings to raise awareness and remind staff of procedures. Add to induction procedures	ER	Easter 2016	Training complete
Eliminate discrimination	To ensure that the school's procedures for dealing with bullying/harassment are clear and known by all stakeholders.	Revisit the school behaviour / bullying policy	ER	Reviewed October 2014. Review due by October 2016	Policy reviewed stakeholders aware and policy published on the website.
Advance equality of opportunity	Monitor achievement and attainment by race, gender and disability	Act on any trends or patterns that become apparent	SLT	Ongoing – link with SDP objective 1D	Governor reports demonstrates equality of opportunity and actions in place to improve this
Advance equality of opportunity	Ensure a diverse group of children make positive contributions to the school community	Ensure all children are given the opportunity to contribute to the school community eg. School council, representing the school in competition, performances, fundraising etc. Encourage participation where there is a perceived imbalance.	ER	Ongoing	Monitoring shows equal opportunity and representation at events etc
Advance equality of opportunity	Ensure our school building provides no barriers to accessibility	Maintain a dialogue with stakeholders, particularly those with physical disabilities to ensure these are met	SH	Ongoing – link with SDP objective 4B	Actions are taken following any discussions and the building continues to meet stakeholders needs
Advance equality of opportunity	Participation in extracurricular activity reflects the diversity of the school population	Provide opportunities for all children and monitor attendance and uptake of clubs, visits, competition etc	SLT	Ongoing	Monitoring shows equal opportunity and representation at extracurricular activities
Foster relations and positive attitudes	Ensure diversity is promoted across the school	Resources, displays, presentations and celebrations reflect diversity	All staff	Ongoing	Annual audits show reflected diversity
Foster relations and positive attitudes	Utilise opportunities to share in the achievements and accomplishment of different groups	Utilise opportunities as they arise to celebrate achievements, eg. Paralympics, record holding events, Invite celebrities from a variety of backgrounds to inspire positive attitudes and relationships.		Ongoing	Annual report demonstrates proactive attitudes towards developing attitudes and relationships
Foster relations and positive attitudes	Develop an awareness and understanding of other cultures and religions	Arrange for visits / visitors in connection with a wide variety of cultures and religions	AC All staff	Ongoing – link with SDP objective 2D	Audit of visits / visits / assemblies connected with other cultures and religions.