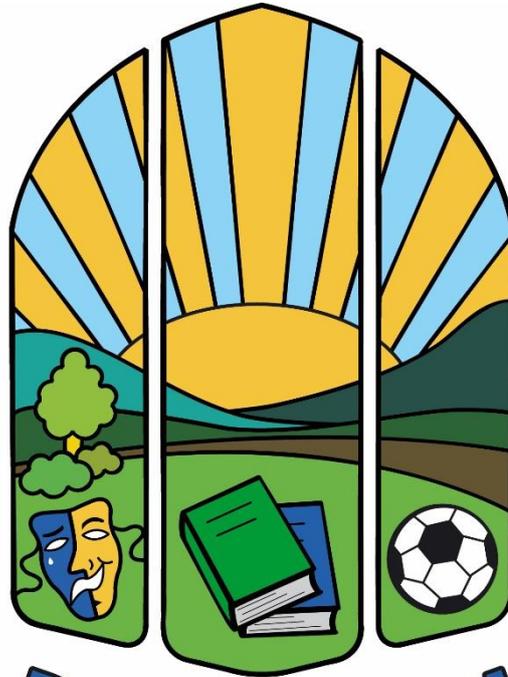


Equality Policy



BRIXWORTH
C.E.V.C PRIMARY SCHOOL

Approved by:

Headteacher

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Last reviewed on:

June 2019

Next review due by:

June 2023

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1. Aims

Brixworth Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. 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

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Brixworth CEVC Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, age, race, disability, sexual orientation, gender re-assignment and religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention including bullying and harassment of staff
- continued professional development opportunities for all staff
- senior Leadership Team support to ensure equality of opportunity for all.

4. Roles and Responsibilities

The role of governors

- The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender, disability and sexual orientation.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at Brixworth CEVC Primary School on grounds of race, age, gender, disability or sexual orientation.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan (Appendix A) and the Headteacher 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 appointment panels give due regard to this plan, 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: teaching and non-teaching

- 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 on My Concern, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. Tackling discrimination

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

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, age, 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, age, 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, age, gender, disability or sexual orientation.

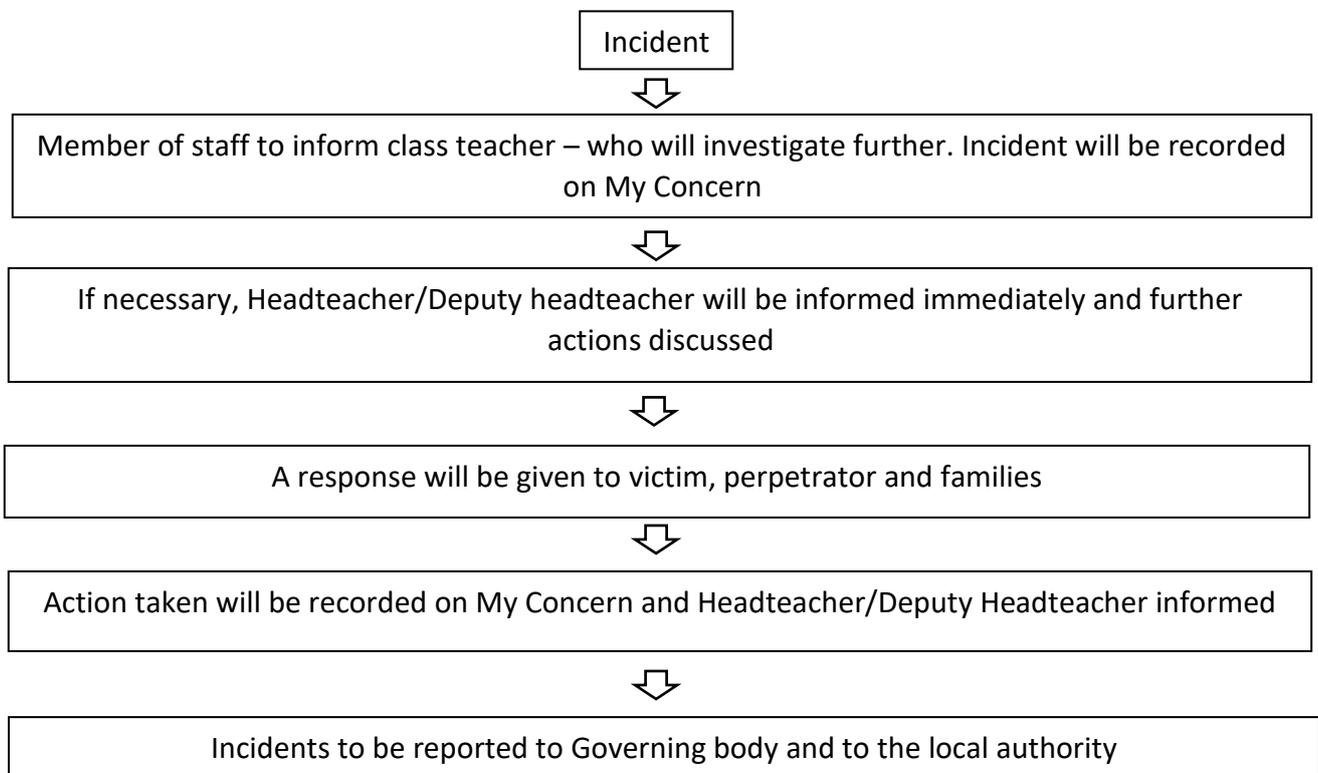
Responding to and reporting incidents

Any incidents should be reported immediately and a member of staff will investigate. Pupils and staff should record their findings on My Concern.

All staff are expected to deal with any discriminatory incidents that may occur. They will identify and challenge prejudice and stereotyping; and 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 then to the local authority.

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.



6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Review of progress and impact

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality policy annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8. Publishing the plan

In order to meet the statutory requirements to publish Equality Information Policy and Objectives, we will:

- publish our plan on the school website
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.

Appendix A - Equality Action Plan- April 2019	Measured by	Actioned by	Due by	Result
Publish and promote the Equality Policy through the school website, newsletter and staff meetings.	Staff reminded regularly about the Equality Policy	Headteacher		<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</p> <p>Parents are aware of the Equality Policy- copy on school website and awareness raised through school newsletter</p>
Monitor and analyse pupil achievement by vulnerable groups, gender and SEN and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Senior Management and teachers,	Ongoing and formally 3x a year	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
Ensure all pupils are given the opportunity to participate in school extra- curricular activities	Monitoring of school clubs - register of pupils who have attended clubs	Pupil Premium Lead	From April 2019	More children from the Disadvantaged pupils register attending clubs.
Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a monthly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents	Staff and Senior Management	Reporting: end of every month	Teaching staff are aware of and respond to racist incidents
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments Visitor assembly records RE assessments	Member of staff leading on PSHE and RE, and Headteacher	Ongoing	Increased awareness of different communities shown in PSHE and RE assessments.