Alfriston School

Equality Policy

Approved by Governing Board: **November 2019**

Next consultation of the Equalities Objectives Statement with staff/volunteers, pupils, parents/carers and governors due by: **December 2021**

Next review: **November 2020**

Alfriston School

September 2019

Equality Policy

This policy has been reviewed in line with our Behaviour and Anti-bullying Policy, our Accessibility Plan, our SEND Local offer, and our Personal, Social, Health & Economic Education (PSHEe) Policy and Relationships Education Policy.

Why we have developed this Equality Policy

This Equality Policy for Alfriston 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 (December 2017).

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.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

Alfriston School educates children aged 4-11. The majority are from white British backgrounds and speak English as a first language. There is a minority group of children from the Gypsy, Romany Traveller community.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes[1].

The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality

Alfriston School aims 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[2]. 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[3] 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

[1] http://www.unicef.org/crc/
[2] See *Appendix A* for further information about legislation
[3] http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/

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
- 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 or Theatre in Education (TIE).
- 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

The roles and responsibilities within our school community

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 and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will**:**

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school development 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 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 school development plan

Our school staff will:
- be involved in the 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 Equality Policy
- make known any queries or training requirements

Our pupils/students 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 given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- 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

Relevant voluntary or community groups and partner agencies will:
- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this policy has involved our school community (December 2017). We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

- Our pupils/students

We have a student council who contribute to all events and systems in school.
We complete an annual pupil questionnaire to gain pupil voice regarding all elements of school life. Suggestions are taken from the children through to senior leadership meetings to review and amendments made as appropriate.

- Our staff

All staff complete an annual questionnaire and are encouraged to share their views during regular staff meetings and during 1:1 meetings with the Headteacher. Suggestions are acted on either at a 1:1 level or within the senior leadership team, amending policy where required.

The policy is shared at staff meetings and at the INSET training at the beginning of each school year.

- Our school governors

This policy will be ratified by the full governing body.

- Parents/carers

Parent questionnaires are completed annually and made available at parent consultation evenings in order to target the harder to reach parents. This policy is sent out via eschools and is available on the school website.

- Minority, marginalised and potentially vulnerable groups

The policy is available on the website for all and is shared with all parents via eschools. Paper copies of the policy are available in the school office.

- Ongoing:

The policy will be widely available and we welcome comments and feedback from all stakeholders.

How we developed our Policy - Using information

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

OfSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing pupils/students to respect others and contribute to wider society and life in Britain.

The most recent OfSTED report for our school stated that the behaviour and safety of pupils was of a high quality. Safeguarding reviews and school advisor visits from the local authority also support this.
Where our community is lacking in diversity, children have been exposed to education around other cultures through curriculum enrichment (e.g. days based around specific countries/cultures/religions, high quality texts used during classroom learning and in whole school assemblies), PSHEe sessions, religious education sessions, through the specific communications and visits we arrange for our children to meet with children from other schools (including a school in Veules Les Roses, France) and carefully selecting visitors and educational visits to broaden our children's sense of the world.

We have established excellent links with our local and our wider community. We always welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. 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[4] 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.

All staff receive annual training on safeguarding and the prevent duty.
DSL and deputy receives update training every 2 years. DSL/deputy attend regular safeguarding network meetings to ensure the school is fully informed and fully compliant.

Responding to hate or prejudice-based incidents and bullying

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

[4] Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

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.

A Behaviour & Anti-Bullying policy is in place and reviewed regularly. A child-friendly version is shared with the children regularly and is part of our PSHEe curriculum. We take an active part in National Anti-Bullying Week and we invite guest speakers, specialists and presenters into school throughout the academic year to engage the children and parents in this.
All monitoring of behaviour (including bullying, racist and homophobic incidences) are reported termly to the Full Governing Body. In these incidences, parents/carers are informed and the policy is fully followed through.

Implementation, monitoring and reviewing

This policy was published in September 2019. It will be actively promoted and disseminated.

Will be shared via the school website, school newsletter and eschools.

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.

Equality Objectives

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years and published. See Section 3.

Section 2
EQUALITY OBJECTIVES: 2019-2023

Link to Public Sector Equality Duty	Protected characteristic	Aim	Objective	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action	Who's responsible?	Dates from and to	Milestone/ progress
To promote equality of access and opportunity within our school and within our wider community.	All protected characteristics	For these children to have the opportunity to achieve the best possible progress.	To monitor the attendance rates of pupils with a protected characteristic so that they are not at a disadvantage.	All children with a protected characteristic	Monitor the attendance rates of pupils on a termly basis.	All staff	Sept 2019 – July 2023	Nov 2019: We have revised our Attendance Policy, including a clear flowchart to deal with absences; we have made parents/carers fully aware of the need to improve on this via specific letters and a data chart in our weekly newsletters; we have appointed an Attendance Governor to support and focus the work of the staff on improving this area.
To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths,	All pupils, in particular those whose ethnicity is White British	We live in an area which is predominantly 'white British' and we have very little diversity within our school community thus our pupils are not naturally exposed to others who are of different	Further improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity. To promote cultural development and understanding through a rich range of	All pupils	Invite visitors from other faiths to meet with the pupils to hold assemblies; seek out educational visits to a range of places of worship and more urban environments to experience multi-cultural life; ensure our curriculum gives opportunities for all our pupils to learn about and appreciate and value difference and	All school leaders and class teachers	Sept 2019 – July 2023	Nov 2019: Links we have with Veules Les Roses School in France; seeking visits which give a diverse experience for the children; inviting people with varied characteristic to our school; purposely planning and teaching a curriculum which celebrates and diversity.

abilities and ethnic origins.		races, cultures or religious beliefs.	experiences both in and beyond the school.		diversity. Plan and deliver an 'Equalities & Diversity' fortnight		2019/ 2020	
To promote equality of access and opportunity within our school and within our wider community.	All protected characteristics	We believe that all children achieve and progress better when there is support and understanding from both school and home, and when they are working together. The more the parent/ carer knows what to do to help their child, the more likely it is that the child will achieve.	To support those parents/carers, with a protected characteristic, so that they have sufficient skills to support their children's learning.	All pupils	Continue to provide workshops and forums and meetings with staff throughout the year. Publish information on the school website and provide hard copies for all to access.	All school leaders and class teachers	Sept 2019 – July 2023	Nov 2019: Phonics, Spelling & Reading Workshop and Maths Workshop have taken place. Transition meetings take place. We have an Open Door Policy and many opportunities for parents to visit the school.
To promote equality of access and opportunity within our school and within our wider community.	All protected characteristics	To give equal opportunities for all the children in the school and to increase participation for all	To ensure after school activities appeal to all children.	All pupils	Through School Council identify clubs which appeal to pupils. Establish and run clubs which are inclusive to all. Seek out matches, tournaments and competitions in which all can participate.	All school leaders	Sept 2019 – July 2023	Nov 2019: An increase in pupil representation in school activities/clubs and in matches/tournaments/competitions. Improved participation in activities/clubs.

All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Evidence the teaching of the Rights of the child across the school (age appropriately). Include teaching of Rights of the Child within Term 1 PSHE education. https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf	Senior Leadership Team and teachers	Sept 2019 – Sept 2020	Nov 2019: PSHE scheme development: Sept 2020 (also see statutory RSHE guidance)

Appendix A 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

The Articles within Schedule 1, Human Rights Act 1998
https://www.legislation.gov.uk/ukpga/1998/42/schedule/1/2004-06-22

The United Nations Convention on the Rights of the Child
https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf

Appendix B Process chart for the development and review of Equality Policy and objectives

