

Marton-cum-Grafton C.E. (VA) Primary School

Equality Policy

This policy was reviewed by: Jessica Mudd, School Governor
The Governing Body approved the policy: Nov 2014
The policy will be reviewed: Annually

We Aim to:

Three year period covered by this scheme: 2012- 2015

- provide a broad, balanced, relevant, coherent, progressive and differentiated curriculum for every child who attends the School
- actively promote equality of access and equality of opportunity for every child who attends the School
- help every child who attends the School to enjoy learning and to become independent, self-disciplined and self-motivated learners within a school environment which promotes care for and understanding of others
- help every child who attends the School to develop an awareness of human achievements and aspirations in our own and other societies
- help all children who attend the School to gain an understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view
- actively promote equal opportunities at all times and in all situations

Where a pupil or adult reports an incident of discrimination affecting themselves or others, the concern will be investigated thoroughly, seriously and sensitively.

Daily Management of the Policy

The application and promotion of this Policy applies to all staff who work in the School.

Positive role models will be promoted in the School and all staff are responsible for ensuring that every child who attends the School will, on every occasion, have equality of access to every appropriate curriculum and social activity the School has to offer.

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity as set out in the North Yorkshire County Council's Equality Policy Statement:

- “we oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified”.

This document provides, therefore, a scheme which embraces for our school a Race Equality Scheme, a Gender Equality Scheme, a Disability Equality Scheme and the school’s Equality Policy. It is reviewed every three years and reported on annually.

This Equality Scheme sets out the equality and diversity objectives for the school which have been identified as a result of the school’s equality impact assessment in line with this equality scheme and facilitated by the Inclusion Quality Mark audit tool.

This includes the Accessibility Plan for the school as it sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

School Vision and Values

The school’s Mission Statement and Aims reflects the school’s ambitions for all its pupils. The school is committed to maintaining the Inclusion Quality Mark and is aspiring to achieve progressively higher levels of this award.

Responsibilities

The Governing Body and School Leadership Team will:

- be proactive in promoting equality and tackling discrimination in all areas
- maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and pupils adhere to it
- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities
- encourage, support and enable all pupils and staff to reach their full potential

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation (see Appendix)
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented
- electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body

The Headteacher is responsible for:

- co-ordinating all equality work within the school
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities
- initiating disciplinary action against staff or pupils who discriminate
- dealing with reported incidents of racism, harassment or other forms of discrimination
- maintaining details of any vulnerable pupils, monitoring how their needs are met and sharing necessary information with relevant staff
- ensuring the specific needs of staff members are addressed
- monitoring the response to reported incidents of a discriminatory nature
- co-ordinating the Inclusion Quality Mark equality impact assessment.

All staff should:

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures for reporting incidents of racism, harassment or other forms of discrimination
- not discriminate on racial, disability or other grounds
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

All pupils will:

- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society

Visitors and contractors

- are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

To ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will continue to be informed and updated by:

- the views and aspirations of parents, pupils, staff and governors from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management.
- Feedback through the Governing Body meetings
- Feedback through the PTA meetings.

Implementation of Policy

This scheme is supported by the Governing Body.

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form
- the level achieved in the Inclusion Quality Mark
- discussions with the School Improvement Partner

Appendix

This equality scheme responds to the current equalities legislation:

- Race Relations Act (RRA) 1976/2000. statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007. Statutory positive duty to promote gender equality and eliminate unlawful gender discrimination
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007. The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil:
 - b) by refusing to accept an application to admit him/her as a pupil, or where he/she is a pupil of the establishment
 - c) in the way in which it affords him/her access to any benefit, facility or service
 - d) by refusing him/her access to a benefit, facility or service
 - e) by excluding him/her from the establishment
 - f) by subjecting him/her to any other detriment(There are specific exemptions for faith schools.)
- Disability Discrimination Act (DDA) 1995/2005. Statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination
- Education and Inspections Act 2006, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."