

The Batt School and St Mary's Infant School



Love everybody, love the adventure of learning

'Love your neighbour as yourself' Luke 10:27

Together we love to learn and learn to love

'Do Everything in Love' 1 Corinthians 16:14

Equality Policy



Reviewed by:	Local Governing Body
Date:	30/03/23
Next Review:	30/03/26

St Mary's CE Infants and The Batt CE Primary Schools

Equality Policy

Our vision at St Mary's

Together we love to learn and learn to love

St Mary's Infant School is committed to inspiring every individual. We embed the Christian value of love across school life because we believe that a person who feels loved, secure and happy can flourish. We encourage everyone to achieve their potential, develop their talents, celebrate their uniqueness and rejoice in their relationships with others.

'Do Everything in Love' 1 Corinthians 16:14

Our vision at The Batt

Love Everyone, Love the Adventure of Learning

The Batt is an inclusive and nurturing school, guided by Christ's teaching on love through the parable of the Good Samaritan. We enable everyone in our community to flourish by encouraging supportive friendships, respect for self and others and perseverance in all things. This develops a life-long love of learning and commitment to service.

'Love your neighbour, as you love yourself' Luke 10:27

Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes. We are committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments.

As inclusive Church of England schools, we welcome our duties under the Equality Act 2010. We aim to: eliminate discrimination, advance equality of opportunity and foster good community cohesion. We regard these as essential for achieving an inclusive, harmonious society. We believe that pupils, staff, governors, visitors, parents and carers should have the opportunity to feel proud of their identity and fulfil their potential, whatever their background, identity and circumstances.

We are committed to creating communities that recognise and celebrate differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the service of our schools.

Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Equality policy and plan includes all the protected characteristics covered under the Equality Act 2010 (disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, age – staff only) as well as other

aspects which have the potential to discriminate against or to devalue any individuals within our community. This includes consideration of young carers and other matters which may make a child or family vulnerable.

Other relevant and related policies include Accessibility plan, Special Educational Needs policy, Anti-bullying policy, Attendance policy, Safeguarding and child protection policy, Health and Safety policy and Pupil Premium Strategy.

Overall aims of our policy in line the Equality Act 2010:

- 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, cultures, faiths, abilities and ethnic origins.

Our schools within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. This policy aims to raise awareness of both the national picture and the demographics of the local community in which our school is situated. Our school communities includes families from the immediate locality and beyond.

At St Mary's Infants, although varying slightly each year, 25% of children come from a broad range of ethnicities and mixed heritage, while 75% identify as white British. The current percentage of special needs pupils is 19%, the majority of whom have either communication and interaction and/or emotional and behavioural needs. 10% of statutory school aged pupils are eligible for free school meals.

At The Batt, although varying slightly each year, 20% of children come from a broad range of ethnicities and mixed heritage, while 80% identify as white British. The current percentage of special needs pupils is 15%, the majority of whom have either communication and interaction, moderate learning or social, emotional and behavioural needs. 11% of statutory school aged pupils are eligible for free school meals.

We welcome members of the local community into our schools. 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 most required.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this policy in the plan, our schools have and will continue to consider equality of opportunity in their day to day practice through each of the following aspects:

- the engagement, participation and involvement of all children, young people, their parents and partner agencies

- school policies and procedures
- breaks and lunchtimes
- the provision of school meals
- opportunities for assessment
- behaviour management, recognition and consequences, exclusion procedures
- school sports, clubs and extra-curricular activities
- the school's arrangements for working with other agencies
- preparation of pupils for entry to school, transitions and for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation and timetabling
- home learning
- access to school facilities
- activities to enrich the curriculum, e.g. museum trips, visitors to school
- staff recruitment and welfare

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by gender, ethnicity, SEN, disability and socio-economic background, any other significant groups and identify and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Develop a bank of materials and educational resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and religion and celebrate the diversity of other cultures and religions;
- Seek to involve all parents/ carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions, attendance and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, religious, gender, disability or socio-economic factors.

Our attendance policy ensures that all children have equal access to attending school regularly. The policy also outlines how we, as a school, take action when attendance is below that which is expected through a range of approaches, while being inclusive and fair in our actions. Exclusions will always be based on our Behaviour Policy and Local Authority and government guidelines. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

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 and in relation to employment, a person's age is also a protected characteristic. However we are mindful to ensure, wherever possible, that the staffing of the school and the governing body reflects the diversity of our community.

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, race, disability, sexual orientation, gender re-assignment, faith or religion and age are considered when appointing staff and particularly when allocating additional responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination.

To ensure this commitment is met we will:

- Follow procedures laid out in ODST Equality and Diversity Procedure
- Monitor recruitment, retention and well-being, including bullying and harassment of staff
- Provide continued professional learning and development opportunities for all staff.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plans.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the

person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Roles and Responsibilities

The role of governors

- To set out its commitment to equal opportunities in this policy and continue to do all it can to ensure that the school is fully inclusive to pupils, parents and staff and responsive to their needs based on race, gender and disability.
- To seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- To 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.
- To welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- To ensure that no child or family is discriminated against whilst in our school on account of any of the protected characteristics
- To carry out equality impact assessments for all new policies and procedures

The role of the Executive Headteacher and Assistant Head (St Mary's) / Head of School (The Batt)

- To implement the school's Equality policy and plan
- To ensure that all staff are aware of the Equality policy and plan, and that staff apply these guidelines fairly in all situations.
- To ensure that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or

discrimination, including racist or prejudice incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- To ensure that all pupils and families are treated fairly, equally and with respect, and to maintain awareness of the school's Equality policy and plan.
- To strive to provide material and educational resources that give positive images based on race, gender and disability, and challenge stereotypical images.
- To challenge any incidents of prejudice, racism or discrimination, and record any incidents in line with school policy, drawing them to the attention of the Head of School or Executive Headteacher.

Pupils will be:

- expected to act in accordance with the values and vision of the school
- involved in the review and further development of the policy and objectives

Parents will be:

- encouraged to actively support the policy
- ensure their conduct always upholds the equality principles
- contribute to the review and further development of equality objectives

Tackling discrimination

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

All staff will receive in-house training and support to know how to identify and challenge prejudice and stereotyping; and to 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 / member of the leadership team or Executive Headteacher where necessary.

The Anti-bullying policy outlines procedures in greater detail and provides guidance for staff on dealing with discriminatory incidents. All incidents are reported to the Assistant Head / Head of School and Executive Headteacher and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms and may be direct or indirect. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, 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, gestures and threats;
- Incitement of others to discriminate or bully due to an individual's race, disability, gender or sexual orientation; • 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, gender, disability or sexual orientation.

Monitoring and review of progress and impact

We will review progress and consider the impact of our Equality Action Plan for each school annually through the responses to pupil, parent and staff surveys and discussion groups, data analysis and scrutiny of incident records.

We will report annually on each school's Plan via the relevant school website and analyse whether our related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school communities with reference to the protected groups.

Publishing the plan

In order to meet the statutory requirements we will:

- Publish our Equality Policy and Action Plan on the school website and make sure hard copies are available;
- Raise awareness of the Policy and Action Plan through the school newsletter, collective worship, staff meetings and other communications;