



Queen Eleanor's Church of England Junior School

**Policy Number: QE-FS-13**

## **Equality Policy**

- **THIS POLICY** sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pregnancy and those undergoing or who have undergone gender reassignment and the schools statutory duty to produce a Single Equality Scheme. It was agreed after discussion by the Governing Body.
- **IT WILL BE REVIEWED** every three years.

### **Introduction**

The policy covers:

- the school's context
- aims and values
- the school's overall approach to promoting equality, diversity and tackling discrimination
- specific reference to sex, race, disability, religion or belief, sexual orientation, pregnancy and those undergoing or who have undergone gender reassignment
- roles and responsibilities
- monitoring, reviewing and assessing impact.

### **The School Context**

The school is situated in an area containing a mixture of privately owned and council housing, and deprivation indicators and the proportion of pupils known to be eligible for free school meals are below the national average. There is high stability at the school.

The proportion of pupils with special educational needs at school action is above the national average, but the proportion at school action plus or with a statement of special educational need is below average. The most common difficulties are specific and moderate learning difficulties.

The majority of pupils and staff are from a White British background, and the proportion of pupils from minority ethnic groups and with English as an additional language are below the national average.

The majority of staff are female, but men are well represented amongst teaching staff, and PE coaches provide additional male role models.

The school community comprises a number of different religions, and many are from non-religious backgrounds.

### **Equality – Aims and Values**

The school aims to provide equality and excellence for all in order to promote the highest possible standards. As a Church of England school there is a positive Christian ethos, which is implicit in all that is done. In accordance with this ethos the school:

- strives to be inclusive
- believes in providing equality of opportunity
- values and celebrates the diverse backgrounds of pupils, staff and the community
- encourages, supports and enables all pupils and staff to reach their potential
- ensures that bullying and racist, sexist and other discriminatory behaviour is not tolerated.

The school aims to tackle discrimination and promote equality across all areas of school activity including:

- curriculum
- teaching and learning
- progress, attainment and assessment
- admissions
- attendance, behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- staff recruitment and professional development
- membership of the governing body

- partnerships with parents and the community

### **The School's Approach to Promoting Equality**

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receive less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) i.e. sex, race, ethnic origin, disability, religion or belief, sexual orientation, pregnancy and those undergoing or who have undergone gender reassignment.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

### **A Cohesive Community**

The school has a duty to promote community cohesion and aims to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity.

### **Roles and Responsibilities**

#### **School governors are responsible for:**

- making sure the school complies with current equality legislation
- making sure that this policy and its procedures are followed.

#### **The Headteacher is responsible for:**

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure that all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination
- ensuring the school's Home School Agreement incorporates these principles
- ensuring visitors and contractors know and follow this policy.

#### **All school staff are responsible for:**

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities.

#### **Pupils are responsible for:**

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - the anti-bullying policy and specific racist and homophobic bullying
  - developing school/class rules which challenge discriminatory behaviour.

#### **Parents/carers are responsible for:**

- keeping equality and diversity issues on the Parent Staff Association and parent focus group agendas, through a shared input with staff on developing policies relating to this area. This may include:
  - the anti-bullying policy and specific racist and homophobic bullying
  - ensuring the above is explicit within the Home School Agreement.

#### **Visitors and contractors are responsible for:**

- knowing and following the Equality Policy.

**Responsibility for overseeing equality practices in the school lies with the Headteacher and Chair of Governors.**

Responsibilities include:

- coordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- monitoring exclusions.

**Monitoring, Reviewing and Assessing Impact**

The school's Equality Policy is supported by a Single Equality Scheme. This is linked to the school development plan and includes targets determined by the governing body for promoting equality. The scheme states how it will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making. The Headteacher and Chair of Governors will monitor specific outcomes. The Headteacher will provide annual monitoring reports for review by the Governing Body. These will refer to the school population, key initiatives and progress against targets and future plans.

In monitoring progress against the Single Equality Scheme data will not be published in such a way as to identify individuals, e.g. individuals who are undergoing gender reassignment will be rare, although not unheard of and the numbers will be so small that identifying the issue may identify the individual concerned. It would state in the context of the Single Equality Scheme that the school had considered the needs of those who may be undergoing gender reassignment without elaborating further

The principles of equality apply to all other school policies.

This policy was initiated in April 2012, and will be reviewed in 2015 by the Governing Body. Progress against the Single Equality Scheme will be monitored annually by the Governing Body.

Version/Revision Number	2012/1			
Responsible Committee	Finance & Staffing			
Date originated/reviewed	May 2012			
Originated by /reviewed by	Sian Boden			
Approved by				
Date approved	June 2012			
Date adopted by Governing Body	26/6/2012			
Entry authorised by	Sian Boden			
Date entered into the Master record	26/6/2012			
Changes made (Yes/No)	Yes			
Nature of changes	New policy created to fulfil new legal criteria.			
Next review date	June 2015			