

Cornholme, Junior, Infant & Nursery School

Equality Policy & Plan



www.cornholmeschool.co.uk

Cornholme School Equality Policy & Plan

Date of review:

Rationale

Equality and the law

The Equality Act 2010 has introduced a single Public Sector Equality Duty. This combined *General Duty* came into effect in April 2011. This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of 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.

The action plan at the end of this Equality Policy outlines the actions Cornholme School will take to meet these duties.

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, 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

Mission statement

At Cornholme School, we are committed to ensuring equality of education, access, opportunity and outcome for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination and harassment by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Cornholme School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Mainstreaming equality into policy and practice

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 in order to ensure better outcomes for all. As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Equal Opportunities in the Curriculum

The school's aim is to provide for all pupils according to their needs; equality of opportunity should inform the whole of the curriculum and be reviewed regularly. Equal opportunities issues will be taken account of in planning the curriculum. This should be reflected in curriculum planning documentation. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

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 ethnicity, gender and disability 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;
- Use materials that reflect the diversity of the school population and local community in terms of race, gender, belief, sexual orientation 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 celebrate the diversity of other cultures;
- Seek to involve all parents 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.

These opportunities are likely to include:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- 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).
- school sports
- employees' and staff welfare

Admissions and exclusions

The school follows local authority pupil admission policies. Our admissions arrangements are fair and transparent, and do not discriminate on any protected characteristics.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to 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, ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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. 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.

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.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including
- Analysis of complaints of bullying and harassment to and from staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Group support to ensure equality of opportunity for all.

Consultation and involvement

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, pupils and parents and carers taking account of all the protected characteristics listed under the Equality Act 2010. In addition, we know our school well because we regularly collect information about ourselves in a variety of ways through RAISE online data, incident reporting data and the Self-assessment Framework

We have also achieved this by using the following to shape the plan:

- Feedback from parents' evening, parent-school discussion;
- Input from staff meetings / INSET;
- Feedback from the school council, PSHE lessons
- Feedback at Governing body meetings.

This helps us to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Roles and Responsibilities

The role of governors

- designate a governor with specific responsibility for the Equality Policy (Normally the SEN Governor)
- The governing body has set out its commitment to equal opportunities in this plan 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, belief, gender and disability.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, sexual orientation, belief, gender or disability.
- 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 or parents'/carers' sexual orientation, socio-economic 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, belief or disability.
- The Governing Body 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.
- ensure that the objectives arising from the policy are part of the School Improvement Plan and evaluate and review the policy annually and objectives every 4 years

The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy and will be supported by the governing body in doing so.
- It is the Headteacher's role to oversee the implementation of the Equality Policy, and that staff apply these guidelines fairly in all situations.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- ensure staff have access to training which helps to implement the policy
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information

The role of all staff: teaching and non-teaching

- Be fully aware of the Equality Policy and how it relates to them
- All staff will ensure that each pupil is treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide materials that gives positive images based on race, gender, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of non-teaching staff and encourage them to intervene in a positive way against any discriminatory incidents.

Our pupils/students will:

- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability

Our parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child

What is a discriminatory incident?

Harassment on grounds of race, gender, beliefs, disability, sexual orientation or other protected characteristics, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

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, beliefs, 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, disability, beliefs, 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, gender, disability or sexual orientation.

Tackling discrimination

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, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour. Harassment is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected 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.

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.

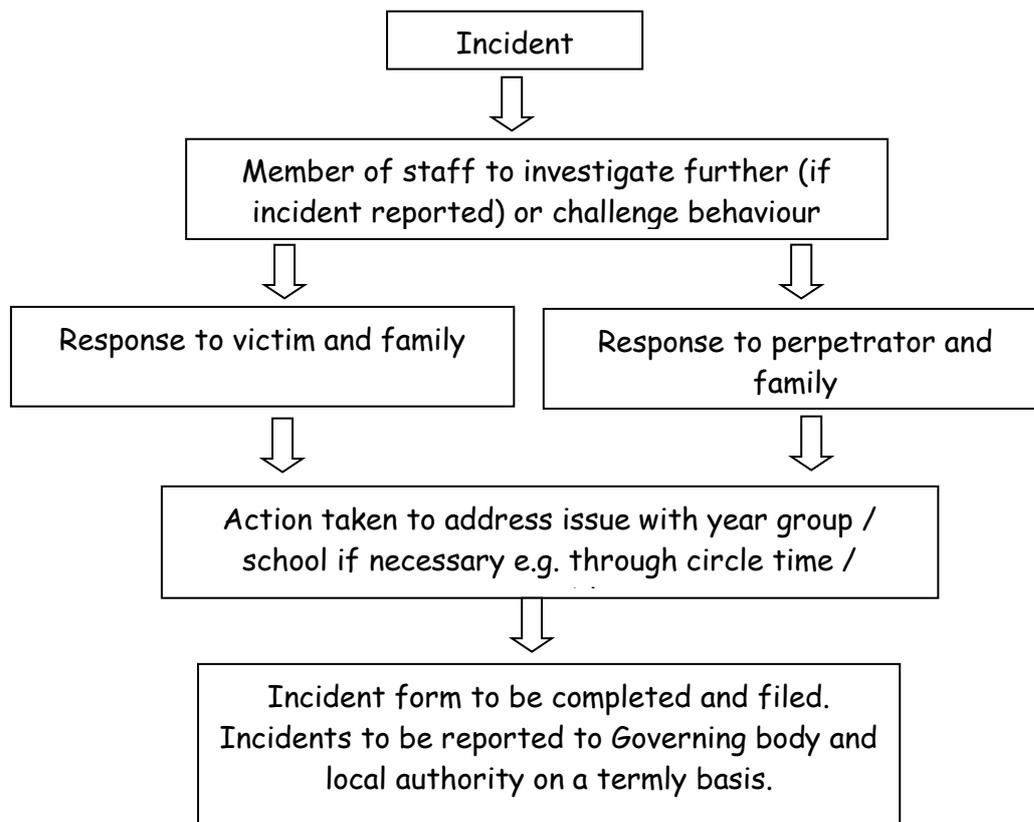
We will record all hate incidents and prejudice based bullying. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, Key Stage leader or Deputy Headteacher and Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

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.

Responding to and reporting incidents

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.

The procedure for responding and reporting is outlined below:



Review of progress and impact

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 analyse whether our 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.

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.

The Plan 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 report annually on our progress against our Equality Plan and review the entire policy and accompanying action plan on a four year cycle. These objectives form part of our School Development Plan.

Publishing the plan

In order to meet the statutory requirements of the Equality Act 2010 we will:

- Publish our policy and plan on the school website;
- Raise awareness of the policy and plan through the school newsletter, prospectus, assemblies, staff meetings and other communications;

ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	April 2017	Staff are familiar the Equality Plan it is implemented Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Termly	Analysis of data demonstrates the gap is narrowing for equality groups
All	The curriculum promotes role models and heroes that young people positively identify with and reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Phase Leaders	April 17 onward	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, family groupings and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSHE	PSHE leader	From April	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	From April	More diversity in school council membership

ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes ?	Success indicators
Race Equality Duty	<p>Identify, respond and report racist or other hate incidents as outlined in the Plan.</p> <p>Report the figures to the Governing body / Local Authority on a termly basis.</p>	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: at the termly Governing Body meetings	Teaching staff are aware of and respond to racist or hate incidents
Gender Equality Duty					
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	Dec 2010	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments

Appendix A Check list for school staff and governors

- ✓ Is information collected on race, disability and gender with regards to pupil achievement, attendance and exclusions, employment? Is this information used to inform the policies, additional support, training and activities the school provides?
- ✓ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ✓ Does the curriculum include opportunities to understand the issues related to race, belief, disability and gender?
- ✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. school council, fund raising?
- ✓ Is bullying and harassment of pupils and staff monitored by race, disability, belief and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ✓ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, belief, disability and gender?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers and disability considered?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, belief, disability and gender?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

Appendix B

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

- **The school will ensure that:**
- All staff and parents are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Additional support and/or resources for pupils who are under-achieving, in order to make progress in their learning and their personal well being;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, belief, gender, sexual orientation and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;

- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Support the individual needs of pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action - for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender, belief and disability whenever it reviews its policy on behaviour and harassment.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Appendix C Key legislation

Equality Act 2010

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.

Definition of Disability: 'physical or mental impairment which has a substantial and long term adverse affect on that person's ability to carry out normal day to day activities' ' Long term is defined as lasting, or likely to last, for at least 12 months.'

The Public Sector Equality Duty commenced in April 2011.