



KIMPTON PRIMARY SCHOOL

RACE EQUALITY POLICY

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REVIEW RECORD

Name of Policy	
Race Equality Policy	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date reviewed with staff
Headteacher	January 2017
Governors and Committee Responsible for Review	Date of Review
FGB	January 2017
Date Adoption recorded in Governing Body minutes	Date of Next Review
1 st February 2017	January 2019

RECORD OF AMENDMENTS SINCE LAST REVIEW

Page/Clause Amended	Brief Details of Changes
	A change in primary legislation (Equalities Act 2011) requires a complete review and update of the policy including setting specific equality objectives via an Audit.
	Review of policy Revised format and presentation of policy.
Front page	Updated the front page of the policy in line with all other school policies

Signatories

Headteacher:		January 2017
Chair of Governors:		January 2017

PURPOSE AND POLICY: MISSION STATEMENT

At Kimpton Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion 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.

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 by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Kimpton Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

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.

1.1 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 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

1.2 Admissions and exclusions

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

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2 ROLES AND RESPONSIBILITIES

2.1 The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

2.2 The Role of Governors

- 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, 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, 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 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 or disability

2.3 The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender 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 ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3 EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff at Kimpton Primary School.

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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

3.1 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.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

4 EQUALITY AND THE LAW

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Kimpton Primary School will take to meet the general duties detailed below.

4.1 Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

4.1.1 The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

4.1.2 Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

4.2 Disability

This section should be read in conjunction with the school's Inclusion Policy and Accessibility Strategy.

4.2.1 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

4.2.2 Legal duties

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

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

4.3 Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years

4.4 Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4.5 Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5 CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS)
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing body meetings

6 TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation 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.

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 / 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.

6.1 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 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'

6.2 Types of discriminatory incident

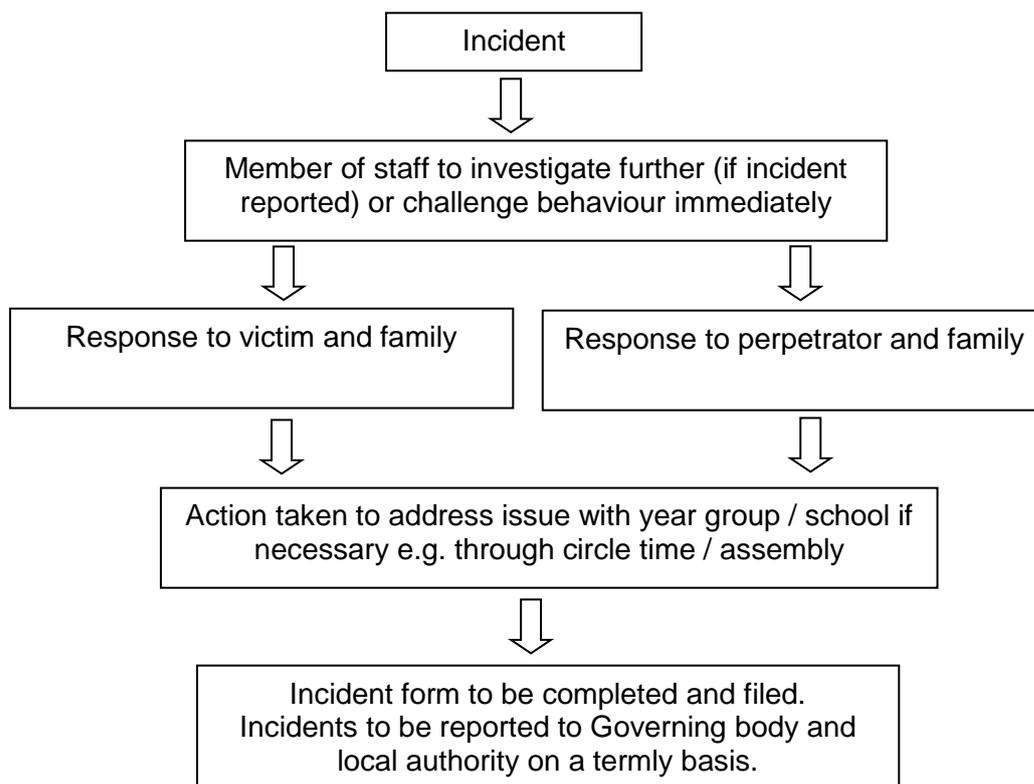
Types of discriminatory incidents that can occur are:

- 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 and threats
- Incitement of others to discriminate or bully due to victim's race, disability, 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

6.3 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.

A suggested procedure for responding and reporting is outlined below:



7 REVIEW OF PROGRESS AND IMPACT

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 review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

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.

8 PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

9 TRAINING

Appropriate training will be undertaken by all those who require it.

10 REFERENCES

None

11 APPENDICES

Appendix 1: Action Plan Checklist for Parents and Governors

Appendix 2: Equality Audit schedule

APPENDIX 1: Check list for school staff and governors

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, 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, 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. through class assemblies / school council?	
Is bullying and harassment of pupils and staff monitored by race, disability 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, 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 considered?	
Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?	
Are procedures for the election of parent governors open to candidates and voters who are disabled?	

Appendix 2: Audit Tool - Schools Equality Provision Self Evaluation Resource

Policies and Procedures	R	A	G	Evidence	Action
The Equality duties and protected characteristics of race, gender, disability, religion and belief, sexual orientation pregnancy and maternity, gender reassignment are included as an explicit aim in all of the school's policies and key documents.		x			Need to ensure that all policies refer to the equality duties
The school's Equality scheme/policy and procedures are regularly reviewed and their effectiveness evaluated.	x				This needs updating
The school has a policy which clearly sets out the procedures for handling complaints and incidents of discrimination, harassment and victimisation. Pupils and parents are aware of the policy and can access it easily.			x	Policy has been recently updated and is evident on the school website	
The school meets its statutory duties in relation to bullying and ensures all forms of prejudice based bullying are taken seriously and dealt with equally and firmly.			x	Bullying and racist incident records	
The school collects and publishes information demonstrating how they are meeting the aims of the general duty and update it at least annually.			x	Bullying and racist incident records – sharing with governors and data published in minutes	
The school has prepared equality objectives, which are linked to the school development plan, and sets clear targets for addressing issues of inequality and discrimination, publishing them at least once every four years.		x			Set up working party to evaluate audit and set targets linked to SDP
The school does not discriminate against or victimise a pupil by excluding them from school. Exclusions are based on the school's Behaviour Policy. Exclusions are monitored to ensure pupils are not discriminated against and to avoid any potential adverse impact.			x	Exclusion records. Behaviour policy Governors training on exclusions	
The school identifies and adopts good practice strategies to reduce any differences in rates of exclusions between all protected characteristics.			x	Exclusion records. Behaviour policy	
The school policy for managing behaviour and discipline is fair and does not discriminate against pupils with protected characteristics.			x	Behaviour policy. Class behaviour files, bullying and racist incident records	

Policies and Procedures	R	A	G	Evidence	Action
The school and the Governing Body ensure that they make reasonable adjustments to meet disabled people's needs, even if this requires more favourable treatment.			x	Stair lift, sound field system, hearing loop	
The school keeps an adequate record to show that they have considered their equality duties when developing and reviewing policies and procedures.		x			Link to (1)
The school has accessibility plans and has regard to the need to provide adequate resources for implementation and regularly reviews them.			x	Accessibility plan	
Staff go through effective, regular and systematic training on equality issues.	x				Identify and facilitate appropriate training

Engagement Views of children, parents carers, and other stakeholders (consultation)	R	A	G	Evidence	Action
The school engages pupils, staff, parents, carers and the wider community in setting equality objectives and reviewing its equality information.		x		Questionnaires, consultations, staff wellbeing project feedback	Consult with pupils and the wider community
The school consults and involves disabled people and the parents and carers of disabled pupils, in the development of policies to promote disability equality *			x	Meetings take place with parents of all SEN pupils termly. This will include all disabilities when appropriate	
The school consults and involves pupils from a range of ethnic, cultural and religious backgrounds and their parents and carers to promote ethnicity equality		x		Parent and pupil questionnaires	
The school consults and involves both boys and girls, and both women and men in the development of policies to promote gender equality and equality in respect of sexual orientation			x	Parent and pupil questionnaires	

Role of Governors	R	A	G	Evidence	Action
<i>The Governing Body:</i> Monitors progress in achieving the three aims of equality legislation – eliminate discrimination, advance equality of opportunity and foster good relations.					
Engages with people who have a legitimate interest – including all staff, all parents, carers, pupils, and local community as appropriate.					
The School and Governing Body encourage participation by all groups with a protected characteristic in public life.					
The Governing Body can access training to help them understand how the Equality Act 2010 affects the school and how to fulfil their duties under the Act.					
The Governing Body raises awareness and promotes positive attitudes towards all groups with a protected characteristic.					
The Governing Body receive regular reports on how the school is meeting its equality duties.					
The Governing body is representative of people with protected characteristics who are encouraged to become school governors and the school ensures that Governor support is appropriate.					

Monitoring objectives and outcomes	R	A	G	Evidence	Action
The school produces regular reports and monitors how the school is meeting the aims of the general duty.		x		General information in HT termly report	Detailed analysis to be shared with governing body and published
Pupil progress and attainment in individual subjects are analysed and monitored to ensure equality for all protected characteristics.		x		End of key stage data analysed by protected characteristics	Analyse AM7 data
The school has strategies for tackling differences in the attainment and progress of all pupils.		x		Intervention and support groups. Individual pupil support from trained volunteers	Track pupils by protected characteristic
Equality and diversity are promoted, key inequalities are tackled and issues are taught in a way that does not subject pupils to discrimination in all areas of the curriculum.		x		Curriculum planning, observation records	More explicit planning and monitoring required
All pupils have access to extra-curricular activities, after-school clubs, sports activities and school trips, as well as facilities such as libraries and IT.			x	Invitations to activities. Attendance at activities- all pupils have equal access	
The school monitors pupil attendance by protected characteristic and uses the data when developing strategies to address issues.			x	Attendance improvement officer reports. Notes of meetings with parents	
The school carries out regular monitoring and evaluation of its data on exclusions for pupils with protected characteristics and adopts strategies to reduce any identified differences. <i>(Similar to point 7 in policies and procedures)</i>			x	Exclusion data	

Curriculum, Teaching and Learning	R	A	G	Evidence	Action
Equality and diversity are promoted, key inequalities are tackled and issues are taught in a way that does not subject pupils to discrimination in all areas of the curriculum		x		Curriculum planning, observation records	More explicit planning and monitoring required
Teaching takes account of the needs of pupils in relation to protected characteristics.		x			Regular reviews to identify pupils and evaluate their needs
Resources are available to meet the specific needs of vulnerable groups and pupils with protected characteristics.		x			Regular reviews to identify pupils and evaluate their needs
Visual displays are reflective of the diversity of the school community. Positive images and role models are promoted in lessons, displays and discussions such as circle time and assemblies.		x		Some evidence around school, e.g. BME sports people, disabled sports men and women. Olympians, assembly notes	
The curriculum includes opportunities to understand the issues relating to equality, discrimination and harassment.		x		PSHE sessions, P4C, guided reading, texts chosen as class texts, topics where appropriate – Henry	To share with staff so that they are conscious of the decisions they make