

Himbleton Church of England First School

Equality Policy

The school's equality objectives are updated at least every 4 years details of how we comply with the public sector equality duty is outlined below and updated as required.

Our Equality Policy outlines the commitment of the staff, pupils and governors of Himbleton Church of England First School to ensure that equality of opportunity is available to all members of the School community. Our children are very much seen as individuals, with individual personalities, strengths and weaknesses, and needs. At Himbleton it means not simply treating everyone the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/ carers
- Governing Body
- Multi-agency staff linked to the school
- Visitors to the school

We believe that equality at our school should permeate all aspects of our school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued, and of equal worth.

At Himbleton Church of England First School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to achieve their best possible-irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognized area of discrimination.

Ethos and atmosphere

- At Himbleton Church of England First School staff will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to school
- Everyone within our school community will challenge any type of discriminatory and/or bullying behavior eg. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors with friendliness and respect
- Displays around the school reflect diversity across all aspects of equality of opportunity
- Provision is made to cater for the spiritual needs of all children through the planning of daily worship, and classroom and externally based activities

Monitoring and review

Himbleton Church of England First School is a fully inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of everyone the school serves, and to provide a learning environment in which each individual is encouraged to achieve their best possible.

We make regular assessments of pupil's learning and use this information to track pupil's

progress as they move through school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

A range of resources are available to support pupils in 'closing the gap' where the data suggests that progress is not as good as it should be.

The Governing Body, via the Child Welfare Committee, receives regular updates on pupil attainment. (No child is identified.) School performance data is compared to national data and local authority data, to ensure that all pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance, we also regularly monitor a range of other information. This relates to:

- Attendance – absence, both authorised and unauthorised
- Exclusions
- Racism, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities/ activities
- Parental involvement

Our monitoring enables us to identify any differences in pupil performance and provide specific support as required, including pastoral/ nurturing. This enables us to take appropriate action to meet the specific needs of individual or groups of pupils in order to make necessary improvements.

Himbleton Church of England First School is fully committed to providing a working environment free from discrimination, bullying, harassment and victimization. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the diverse needs of our school population.

Due regard is given to the promotion of equality in the School Development Plan. The Head Teacher is responsible for the monitoring and evaluation of this policy. Her role is to:

- Lead and support discussions, organise training, update staff
- Work with the Governing Body on matters relating to equality
- Support evaluation activities that monitor the impact and success of this policy

Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognized area of discrimination.

To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behavior
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop children's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality

- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Curriculum

We aim to ensure that:

- Planning reflects our commitment to equality in all curriculum areas and topic themes, promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles
- All pupils have access to rewards that recognize attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials in school is a high priority.

These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of all members of society
- Include non-stereotypical images
- Be accessible to all members of the school community

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Creates and enhances positive images of diverse groups within society
- Challenges in instances where this is not the case
- Does not offend
- Does not transmit or confirm stereotypes

Staff

- As an all-female staff we actively seek out opportunities for our children to experience positive male role models
- We encourage continuous professional development of all school staff
- Everyone involved in recruitment and selection are aware of the need to avoid discrimination and ensure equality

Partnerships

- All parents and carers are encouraged to participate in the full life of the school
- School will work in close partnership with our local church
- Members of the local community are encouraged to join in school activities

Roles and Responsibilities

The Role of Governors

- The Governing Body has set out its commitment to equal opportunities in this policy and will continue to do all it can to ensure that the school is fully inclusive and meets the needs of both pupils and prospective pupils
- The Governing Body seeks to ensure that no-one seeking employment at the school will be subject to any kind of unlawful discrimination. It will take all reasonable steps to ensure that the school environment is accessible to adults and children who have disabilities. It will strive to make school communications as inclusive as possible for parents, carers and pupils
- The Governing Body will ensure that no child is discriminated against whilst in our school on account of any of the protected characteristics, and ensure that all reasonable adjustments are made for disabled pupils
- The Governing Body is liable for any breaches of Equality legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimization taking place

The Role of the Head Teacher

- The Head Teacher is responsible, with the support of the Governing Body, for the implementation of the school's Equality Policy
- The Head Teacher will ensure that all the staff are aware of the Equality Policy and their responsibilities within it, and that teaching and non-teaching staff are given appropriate training and support to apply this policy fairly in all situations
- The Head Teacher will ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against in respect of employment or training opportunities
- The Head Teacher will promote Equality principles and standards when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The Head Teacher will consider all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, as matter of grave concern

The Role of all Staff

- All staff will ensure that all pupils and members of staff are treated fairly, equally and with respect and will promote and maintain awareness of the school's Equality Policy
- All staff will strive to provide curriculum material which includes positive images and challenges stereotypical images and assumptions
- All staff will challenge any incidents of bullying, prejudice, racism or homophobia, and will record any serious incidents, drawing them to the attention of the Head Teacher
- Teachers will support the work of non-teaching staff and support and encourage positive intervention in respect of any discriminatory incidents
- Staff are personally responsible for acts of discrimination, harassment or victimisation which they carry out during their employment

Review of Progress and Impact

We make regular assessments of pupil's 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.

Equality Objective 2014 – 2018

To narrow the gaps in Reading, between boys of a specific minority group and their peers.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

Disability

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length of the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/ or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience
- If the activities are made more difficult are 'normal day-to-day activities' at work or at home
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects.

Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities.

Gender reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a

person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone-it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy
- have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Race

Race means a person's:

- colour, and/ or
- nationality (including citizenship), and/ or
- ethnic or national origin

and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion and belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- it must be genuinely held
- it must be a belief and not an opinion or viewpoint based on information available at the moment
- it must be a belief as to a weighty and substantial aspect of human life and behavior
- it must attain a certain level of cogency, seriousness, cohesion and importance
- it must be worthy of respect in a democratic society
- it must be compatible with human dignity and not conflict with the fundamental rights of others

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men)
- Some people are attracted to people of both sexes (bisexual people)
- Some people are only attracted to the opposite sex (heterosexual people)

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.