



# Equality Policy

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## Mission statement

*“To be the best that we can be”*

### **Relationship to Mission Statement**

In order for children at Johnson Fold CP school, *“To be the best that they can be”* the following elements from our school aims have been identified:

- We want children to be happy, kind to others and have a sense of responsibility to themselves, others and their environment.
- We want children to have a “suitcase” of happy and stimulating memories and leave Johnson Fold feeling loveable and capable i.e. having high self esteem.
- We want to have an effective and supportive relationship with Parents, Governors, the local and wider community and the LA.
- We want Johnson Fold to be forward thinking, self improving and spoken highly of by others.

### **Purpose & Rationale**

This purpose of this policy is to ensure that the school,

“Adheres to the Equality Duty which is a duty on public bodies and others carrying out public functions. It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The Equality Duty supports good decision-making – it encourages public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people’s needs. By understanding the effect of their activities on different people, and how inclusive public services can support and open up people’s opportunities, public bodies are better placed to deliver policies and services that are efficient and effective. The Equality Duty therefore helps public bodies to deliver the Government’s overall objectives for public services.”

The Equality Duty is set out in section 149 of the 2010 Equality Act. The Equality Duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

The Equality Duty is designed to reduce bureaucracy while ensuring public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. The Equality Duty applies across Great Britain to public bodies listed in Schedule 19 to the Act, and to other organisations when they are carrying out public functions.

Taken from *Equality Act 2010: Public Sector Equality Duty – What Do I Need to Know?*

### **Background**

The school draws its pupils mainly from the local authority housing estate and prides itself on being an inclusive school. Although the school intake is predominantly White British, the profile of the school's intake is changing and in the period of the last 3 years the percentage of pupils from ethnic backgrounds has risen from 2.6% to 5.8% and percentages of children with EAL has risen from 0.6% to 3.9%. The estate is currently being used as a starting point for asylum seekers from various countries and cultures.

A number of our families are single parents and some children do not have a balance of gender in their lives or experience of those from the Lesbian Gay Bisexual or Trans community (LGBT).

Built in the 1950's, the grounds and layout of the building made it difficult to ensure all children were included. Over recent years substantial physical changes to the building and grounds have been made to ensure JFCPS is more accessible. These include ramps from external doors; ramps from the patio area down to the astro turf and playground; installation of a lift from the hall to Y1 & EYFS; moving classes to parts of the school more accessible to individual children's needs.

The school has been proactive in equality of admissions and this is reflected in the admissions profile. The leadership team have been proactive in equality of recruitment and this is reflected in the staffing profile.

### **Aims and values**

All children will be given the same opportunities independent of any of the protected characteristics listed in the **Purpose & Rationale**. The schools culture is to provide equal opportunities for all, in an environment which is welcoming and non-discriminatory.

The teaching and ethos of the school are to promote understanding of necessity to treat all people with the same level of fact and courtesy.

Procedures are in place to deal with any infringements of this policy and to record such events.

The curriculum will be tailored and amended to reflect our aims

Staff development and training will act as a catalyst to maintain and improve equality relations.

The parents and carers will be informed and enlisted where possible to assist staff in these matters.

### **In order to do this school will**

- Tailor the curriculum and amend it accordingly to ensure it reflects our aims
- Actively tackle all discrimination (gender, sexuality, race, disability), and promote equal opportunities.
- Encourage, support and help all pupils and staff to reach their potential;
- Work with parents/carers, and with the wider community, to tackle gender and sexuality discrimination, and to follow and promote good practice.
- Ensure the equality policy and its procedures are followed.

## **Responsibilities**

The governors are responsible for:

- Making sure the school complies with the Equality Act (2010).
- Making sure the equality policy and its procedures are followed.
- Monitoring all incidents of discrimination but specifically incidents of racism and homophobia.
- Making sure that incidents are dealt with and that any actions are followed up.

The head teacher is responsible for:

- Making sure the equality policy is readily available and that the governors, staff, pupils, and parents/carers know about it;
- Making sure the equality policy and its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of discrimination.

All staff are responsible for:

- Dealing with discrimination incidents, and being able to recognise and tackle racism, gender bias, homophobia and stereotyping.
- Promoting equal opportunities and good relations, and avoiding discrimination against anyone.
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.
- Recording incidents of discrimination particularly racism and homophobia and passing these to the Behaviour and Pastoral Lead in school.
- Offering support for victims of discrimination or abuse and directing them to support from external agencies.

## **Equality Objectives**

- Objective 1 to continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- Objective 2 to continue to raise levels of attainment in core subjects for vulnerable learners.
- Objective 3 to continue to monitor and support attendance of all groups of children in school.
- Objective 4 to review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
- Objective 5 to ensure the school environment is as accessible as possible to pupils, staff and visitors. (Accessibility Plan)

## **The role of parents**

Parents who are concerned that their child might be being discriminated against or who suspect that their child may be the perpetrator, should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the Inclusion Lead, Deputy headteacher then the Headteacher. If they remain dissatisfied they should follow the school's complaints procedure as detailed on the school's website. Parents have a responsibility to support the equality policy, actively encouraging their child to be a positive member of the school.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being discriminated against and if it continues they must keep on letting people know. Pupils are invited to tell us about a range of school issues including gender and sexuality equality, racism, disability issues and feeling safe through the school council and class worry boxes.

### **Staff with specific responsibilities**

Our Inclusion teacher, Deputy Headteacher and Head Teacher have overall responsibility for:

- Coordinating work on equality;
- Dealing with reports of incidents.
- Implementing its overarching equality plan.

### **Visitors and contractors**

All visitors and contractors are responsible for following the school equality policy and adhering to the ethos of the school.

### **Monitoring**

- Policy will be reviewed biannually unless deemed necessary to undertake an earlier review.
- Policy will be ratified at Pupil Welfare Committee meeting.
- Reviews of the impact of this policy and relevant procedures will be undertaken by the inclusion lead.
- Reviews of any individual care plans will be carried out by the inclusion lead.
- The above will be carried out in conjunction with talking/ observing/ consulting with stake holders.

### **Breaches of the policy**

All incidents regarding an infringement of this policy are recorded on an incident form and referred to the Deputy Headteacher or inclusion lead. Any incidents will be reported to governors at the termly subcommittee meeting for Pupil Welfare. If deemed necessary other policies will supersede such as the behaviour policy which could lead to exclusion. With adults the discipline policy will supersede leading to possible dismissal with the right to appeal.

### **Curriculum**

The curriculum at JFCPS is tailored to meet the needs of all children to ensure that they receive an equal opportunity to be "*The best that they can be.*" Through work in subject areas such as Science, RE and PSHE, as well as specific activities to promote fundamental British Values, our curriculum is used to demonstrate how we value diversity and provide an opportunity to explore issues of identity and discrimination. There are many resources available to staff to enable them to address and prevent such issues. The curriculum is closely monitored by all subject leaders as well as the Senior Leadership Team.

Our extra curricular activities allow our children to work play and interact with children from varying backgrounds with differing abilities.

Date of policy September 2013  
Reviewed September 2015  
Reviewed January 2016  
Reviewed September 2017  
Reviewed September 2018  
Next review date September 2019