

Equality in Our School

Statutory Obligations

As an academy, we are required to comply with the Public Sector Equality Duty in Section 149 of the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. This means we have to publish:

- details of how our school is complying with the [public sector equality duty](#)- we should update this every year
- our school's equality objectives - we should update this at least once every 4 years
- how we are eliminating discrimination
- how we are improving equality of opportunity for people with protected characteristics
- how we are consulting and involve those affected by in-quality in the decisions our school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)

Details of these publishing obligations are set out in [Equality Act 2010: advice for schools](#)

The Public Sector Equality Duty says:

We must have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We must advance the equality of opportunity between those who share a relevant protected characteristic and those who do not share it, in particular considering the need to:

- (a) remove or minimise disadvantages suffered by those who share a relevant protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of those who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage those who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

We must take steps to meet the needs of disabled people, taking account of individual disabilities.

We must foster good relations between those who share a relevant protected characteristic and those who do not share it, in particular having due regard to the need to:

- (a) tackle prejudice, and
- (b) promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

The relevant protected characteristics are—

age disability gender reassignment pregnancy and maternity race
religion or belief sex sexual orientation

A reference to conduct that is prohibited by or under this Act includes a reference to:

- (a) a breach of an equality clause or rule;
- (b) a breach of a non-discrimination rule.

Schedule 18 (exceptions) has effect.

Equality Statement

The Holme Church of England School provides a quality learning environment that values and welcomes all individuals in the school; that promotes the growth of community through relationships that are trustful, respectful and loving; that encourages children to develop their full potential as inquisitive, confident learners both for now and for their futures. We actively work for the growth of spirit as a source of creativity that opens us all to life and to each other.

We are fully committed to eliminating discrimination, harassment and victimisation, promoting equality of opportunity, good relations and possible attitudes towards all people, encourage participation of all in public life and make adjustments to assist disabled people within our school community.

At our 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 age, gender reassignment, pregnancy and maternity, race, gender, disability, religion or belief, sex, 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.

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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

Our Equality Objectives 2018-2019

Objectives

- that children in all groups make at least good progress in their learning
- to develop support for children with emotional and mental health concerns
- to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Actions

- half termly outcomes analysed by group and actions taken where good progress is not seen
- termly analysis of absence for trends in groups and action taken to support better attendance
- creation of Rainbow Room as calm, soothing space for children
- member of staff to qualify as Mental Health First Aider
- extend work of ELSA TA to include use of yoga, small group work
- prayer stations to include those reflecting on equality/diversity issues
- collective worship and school Christian values used to promote equality and diversity
- use of Paralympic sports and links with disabled athletes to promote better understanding of disability

Expected Outcomes

No incidents of intolerance or ignorance experienced by anyone in school.

Children demonstrate empathy for others.

Hospitality practised by all

Full breakdown of our Equality Action plan are found in our School Development Plan.

Examples of how we meet the Equality Act 2010 requirements

Themed Weeks:

Disability Awareness Week: Richard led 2 days of workshops, SCOPE visited, Paralympic Day
Anti-bullying – ongoing plus theme days
Multi-cultural sports and country focus linked to Olympics
Feeling Good Week with a ‘Celebrating Different/What’s Special About Us’ theme

Ongoing Practices:

Whole school learns Makaton
RE covers all major religions and hospitality/tolerance referred to regularly in ‘all welcome no matter what the religion or if none’
Use of diverse images, eg children in wheelchairs, non-white Jesus,
HR/Personnel – very good at helping each other if an injury/illness/condition (all juggle duties, chairs, who we work with)
FROTH and school pay for children for certain events during school day even if money is ‘forgotten’, eg Easter eggs, cake sale etc
Homework club at lunchtimes and before school – not a punishment, but to support those who find it hard to do at home
Termly review of Vulnerable Children Register to identify all barriers any child/family might face and to take action to remove/challenge such barriers to enable all children to flourish
R-time lessons to teach Respect and Courtesy for all and to learn how to work with everyone, including those who we would not choose to work with

Specific Children:

Children with parents who struggle to engage and bring to school – we pick up to take to special events so they can participate in everything, eg evening events
Gender - linking with Mermaids, running lessons about feeling good about ourselves no matter the gender, sentence builder pack to have in quiet space at home
Disability - Support for child whose sister is disabled – link to Kings Arms group, sister comes into school regularly, use of car park, rearranged all KS2 classes to accommodate child who’d had a leg injury
Medical – all children welcome no matter the medical needs and we find ways to support
SEND – child transported on school trips in staff car as buses cause anxiety
Child with hospitalised sibling and unwell Mum – rearrange school drop off/pick up times to suit Dad’s working day
Collecting a child every day for school while Mum recovers from a car accident



EQUALITY POLICY

DATE: January 2019	REVIEW DATE: December 2021
COORDINATOR: Headteacher	RESPONSIBLE BODY: LGC

1 Introduction

At our 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 age, gender reassignment, pregnancy and maternity, race, gender, disability, religion or belief, sex, 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. Our Christian ethos ensures all are welcome to our community and everyone's unique qualities are celebrated.

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

2 Aims and Objectives

The aim of this policy is to ensure our school meets the Equality Act 2010 legislation and all subsequent updates. It replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. The Equality Act 2010 prohibits harassment related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. These are known as 'protected characteristics'. This policy has been developed to help our school to meet the duty to:-

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- advance equality of opportunity between those who have a protected characteristic and those who do not.
- foster good relations between those who have a protected characteristic and those who do not.

2.1 Guiding Principles

Our guiding principles can be found in Appendix One. Every three years, accordingly, we will draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate and will be informed by analysis of our equality information which we will regularly collect on the annual data collection form issued to parents.

3 Implementation of the Policy

We operate equality of opportunity in the day-to-day practices in the following ways:

3.1 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, disability and socio-economic background 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, local, national and global 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.

3.2 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.

3.3 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 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 and wider society as a whole.

3.4 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 will be considered as part of our process to ensure there is no indirect discrimination when re-evaluating our staffing structures and appointing new staff. Job vacancies will be advertised on Hantsweb, ETeach, in the locality and in local and national press as appropriate. 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 Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our 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, referring to a class teacher/headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the local governor committee and local authority.

4.1 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'.

A hate/crime incident as defined by the Nottinghamshire Police Force (which has arisen from the Lawrence Enquiry) is: 'any criminal offence or other incident that is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.'

4.2 Types of discriminatory incidents

These may include:

- 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.

4.3 Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. They must be reported to senior leaders and recorded on our behaviour forms. The school will submit statutory reports to the local authority as required.

5 Roles and Responsibilities

5.1 The Local Governor Committee (LGC)

The LGC 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. It seeks to ensure that people are not discriminated against when applying for jobs at our schools 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 our schools, whatever a child's socio-economic background, race, gender or disability. It ensures that no child is discriminated against whilst in our schools on account of their race, sex or disability.

5.2 The Headteacher

It is the headteacher's role to implement the school's Equality Plan and she is supported by the LGC in doing so. She must also ensure that all staff are aware of the Equality Plan, and 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 those which are prejudice-related incidents, with due seriousness.

5.3 The role of staff

All staff will ensure that all pupils, and parents/carers are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide materials that give 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.

6 Monitoring and Review

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 objectives annually and review this policy on a 3-year cycle or sooner if

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 all groups including; 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.

Governors should refer to the checklist within Appendix 3 as guidance for monitoring this equality policy.

7 Linked Documents

- Accessibility Plan
- SEND Information Report
- Equality Act 2010 and Schools May 2014 (updated June 2018)
- Valuing All God's Children
- Behaviour Policy
- Anti-bullying Policy

Appendix One - GUIDING PRINCIPLES

In fulfilling the legal obligations outlined within this policy, we are guided by 8 principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

Principle 8: We base our objectives and practices on sound evidence

We formulate and publish specific and measurable objectives, based on quantitative and qualitative information about our progress towards greater equality in relation to:

disability

ethnicity, religion and culture

gender

socio-economic background

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every year we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report to the LGC annually on progress towards achieving them as well as publishing the information on our website.

Appendix Two - SCHOOL CONTEXT

The Holme CE Primary School is an academy in The Good Shepherd Trust. There 145 pupils on roll aged from 4 to 11 years of age. 56% are girls. 44% are boys. Approximately 13% of the pupils come from ethnic minority backgrounds with 7% having English as an additional language. About 14% of pupils are identified as having Special Educational Needs. Two pupils have an EHC plan. At the time of writing there are no pupils who are registered as disabled.

Pupils enter school with a wide range of abilities and the small numbers admitted means that the overall ability of different year groups may change significantly from year to year. Attainment on entry is usually lower than national averages.

The full staff complement comprises twenty who are all White British (19 female, 4 male) with the exception of one Polish staff member. At the time of writing there are no staff members who are registered as disabled.

As a village school we consider ourselves to be an important part of the local community. We are a Church of England school which welcomes children of all faiths and including those of none.