



Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

# Equality Policy

Date of Approval: Summer term 2021

Date of next review: Summer Term 2025

## **School Context**

Our school is a Voluntary Controlled Church of England Primary school, situated in a village setting on the outskirts of Hitchin town. The school has a valued place at the heart of the local community. The number of pupils on the school roll is 210.

Most are from a white British heritage and others are from Asian, European and mixed race heritage. The children come from a wide social and economic background and a significant number travel a considerable distance from surrounding areas. The proportion of children with identified learning difficulties and disabilities is above that usually seen. Disability is defined as 'difficulty in carrying out every day activities' and includes: sensory impairments; mental health difficulties; mobility difficulties; long-term illness such as asthma, diabetes, etc; learning difficulties such as dyspraxia and dyslexia; autistic spectrum disorder. A percentage of children, whose parents work, attend the morning breakfast club and after-school club.

At Ickleford Primary School, we successfully integrate all children, regardless of ethnicity, gender or disability, into the whole life of the school. We are proactive in modifying and adapting our school environment, thus enabling all children, including those with mobility problems, to have full and positive access to the curriculum.

## **Promoting equality within school**

At Ickleford Primary School we recognise that all individuals have fundamental human rights and therefore we adopt a rights based approach to equality. We are developing practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion. Included in this is our specific duty, emphasised by our government, to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the principles set out within this policy.

This policy should be read in conjunction with the following policies

- Child Protection Policy
- SEND Policy
- British Values Statement
- Health and Safety Policy
- Medical Needs Policy

## **Legal Framework**

Ickleford Primary school recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people and is relevant to many of our pupils.

### **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
- whatever their economic or social background.

We therefore act to ensure that each, and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

### **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
- economic or social disadvantage.

## **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 people with or without disabilities, 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.

## **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 they have a disability or not
- 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 and paternity.

## **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, social and religious backgrounds
- girls and boys, women and men.

## **Society as a whole**

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, social and religious backgrounds
- both women and men, girls and boys
- people in heterosexual and same sex relationships

## **The curriculum**

As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas
- Develop an understanding of global citizenship and the promotion of British values
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;

- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The governing body, has responsibility to ensure the policy is adhered to

The head teacher, Mrs. Sue Dury, is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The senior leadership team, comprising the head teacher Mrs. Sue Dury, the deputy head teacher Mrs. Sarah Wright, senior teacher Mrs Ulrike Banbury and SBM, Mrs Katie Farrell along with the SENDCo, Mrs. Claire Shafe are responsible for:

- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these in detail to the head teacher
- monitoring the progress of vulnerable groups, including those on free school meals and from less economically affluent families
- monitoring the inclusion of children with SEND
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Visitors and Contractors are expected to be aware of, and comply with, the school's equality policy information and resources

We ensure that the content of this policy is known to all staff and members of the governors and, as appropriate, to all pupils and their parents and carers.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive equitable training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

### **Monitoring and review**

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All policies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

## Ickleford Primary School Equality Action Plan 2016-2018

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Progress/objective achieved (√)	Review/impact assessment
1 Accessibility Plan: • Physical improvements to dining room to give safer access and movement around the area	Ethos	All	<ul style="list-style-type: none"> <li>• Lay new, non-slip flooring</li> </ul>	Headteacher	Autumn 2012	Summer 2013
		All	<ul style="list-style-type: none"> <li>• Drains to Reception playground</li> </ul>	Headteacher	Autumn 2012 √	
		SEN	<ul style="list-style-type: none"> <li>• Review classroom organisation to provide good access to the curriculum for all children with dyslexia</li> </ul>	Teachers + SENCo	Autumn 2012 and ongoing	
2 SEN Inclusion Development Programme  Improve staff knowledge and practice in relation to SCLN	Ethos	Disability	<ul style="list-style-type: none"> <li>• Audit of staff knowledge &amp; understanding of autistic spectrum</li> <li>• Training for SENCO</li> </ul>	All staff		Spring 2013
			<ul style="list-style-type: none"> <li>• Staff to work through selected units of IDP (Inclusion Development Programme) for SCLN</li> </ul>	All staff	Ongoing	Spring 2013
			<ul style="list-style-type: none"> <li>• Produce sensory checklist &amp; assess value</li> <li>• Staff to complete record of own learning &amp; adapted practice</li> </ul>	SENCo		Spring 2013
			<ul style="list-style-type: none"> <li>• Provision of training for Teaching Assistants</li> </ul>			

3	<p>Ethnic representation</p> <p>Ensure that stereotype representation is challenged and positive attitudes are promoted.</p>	Ethos	Race	<ul style="list-style-type: none"> <li>Review of visual material to be undertaken throughout the school</li> <li>Regularly review materials</li> </ul>	<p>All staff</p> <p>All staff</p>	<p>Reception resources – reviewed.</p> <p>Other classes - review in progress.</p> <p>Ongoing</p>	<p>Annual reviews:</p> <p>Autumn 2012</p> <p>Autumn 2013</p> <p>Autumn 2014</p>
4	<p>Policy Review</p> <p>Policies take account of diversity strands.</p>	Statutory	All	<ul style="list-style-type: none"> <li>Check for equality aspects within our policies</li> <li>Include check in rolling programme of reviews</li> </ul>	All staff	<p>In progress</p> <p>Ongoing</p>	<p>Annual reviews:</p> <p>Jan 2013</p> <p>Jan 2014</p> <p>Jan 2015</p>
6	<p>Stakeholder consultation</p> <p>Parents and other stakeholders' views are acknowledged and represented in school policy and practice.</p>	Statutory	<p>Disability</p> <p>Gender</p> <p>Race</p>	<ul style="list-style-type: none"> <li>Review pupil/parent questionnaires, new intake questionnaires and DES (Disability Equality Survey) and modify to include questions on the diversity strands</li> </ul>	All staff	In progress	<p>Annual review:</p> <p>July 2013</p> <p>July 2014</p>
7	<p>Impact Assessment</p> <p>Maintain high standards benefiting all children</p>	Statutory	All	<ul style="list-style-type: none"> <li>Continue to use filtered statistics to assess the impact of initiatives in place, following reviews.</li> </ul>	<p>SLT</p> <p>All teachers</p>	Ongoing	<p>Tri- annual review:</p> <p>Oct 2012</p> <p>Feb 2013</p> <p>May 2013</p>



8	<p>Communication &amp; publishing</p> <p>Communications with the school community are accessible and include explicit reference to our commitment to equality &amp; diversity</p>	Statutory	All	<ul style="list-style-type: none"> <li>• Update website to include reference to equality and diversity</li> <li>• Regular updates to website as appropriate</li> </ul>	<p>Head/Deputy/ ICT coordinator/ Administration Assistant</p>	<p>In progress</p> <p>Ongoing</p>	<p>Annual review: Autumn 2013 Autumn 2014 Autumn 2015</p>
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