

Equality Policy



Equality Policy

Purpose

This policy is required to ensure that the school complies with equality legislation. The school recognises that it has to make special efforts to ensure that all groups prosper, including: those with special educational needs; those who have difficulties in accessing the school's facilities or services; those who speak English as an additional language; children who have frequent moves and lack stability leading to time out of school (e.g. children in care); those who, as children, are caring for others; children who come from homes with low income and/or inadequate home study space; children who experience bullying, harassment or social exclusion; children with low parental support or different parental expectations; those with emotional, mental and physical well-being needs; who exhibit challenging behaviour; those who come from minority ethnic groups including travellers, refugees and asylum seekers.

Relationship to other policies

This policy relates to the race equality, health and safety, SEN, curriculum, safeguarding, recruitment, selection and retention of staff, and pupil discipline policies.

Roles and responsibilities of Head-teacher, other staff and governors

The Head-teacher will ensure that a school culture and ethos is established, maintained and developed which:

- Celebrates diversity/equality and achievement;
- Promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions;
- Listens to and involves pupils, parents, carers and staff;
- Communicates behaviour expectations;
- Ensures that it welcomes applications for school places and jobs from all sections;
- Ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

The Head-teacher will ensure that the school's policies and practice do not discriminate, directly or indirectly, against adults or pupils in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.

The staff will actively implement this policy and any agreed actions through the school improvement plan and ethos, and support the monitoring of its impact.

Parents and carers will be consulted kept informed through the school website and the Home School Agreement.

Visitors and contractors will be made aware of the policy through relevant leaflets around the school and clauses in contracts.

The governing board will:

- Use its power to nominate governors to ensure its composition reflects the community it serves;
- Encourage parents and staff from all ethnic groups when recruiting to the governing body;
- Apply the principles of best value without discrimination when purchasing goods and services;
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans;
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

Disability Policy

The governing body of Yealmpton Primary School are committed to ensuring that they provide equality of opportunity for all, and do not discriminate directly or indirectly against staff, job applicants, pupils, or a pupil seeking admission to school on the grounds of race, gender, disability, religion or belief, sexual orientation, marital status or age (in relation to employment). Our commitment covers equality on grounds of: race, gender (including Trans-gender), disability, religion/belief, sexual orientation, marital status or age.

School and governing body are committed to:

- Ensuring acceptable behaviour
- Responding to complaints and incidents in a positive and pro-active way
- Providing access to services, facilities and information
- Recruiting and employing people fairly and
- Meeting specific needs

The governing body will ensure that in their cycle of policy review they scrutinise policies and practices to identify any differential effects these might have on individuals or groups of people in terms of equality.

Disability Equality

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Our schools will take an organizational approach to formulating policy and practices, which positively promote disability.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation,

pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This duty requires our school to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Head teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.