



Policy for Equality

January 2018



SCHOOL AIMS:

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

Introduction

At Dorridge Primary School we value the individuality of all of our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all; the achievements, attitudes and well-being of all our pupils matter. This policy is intended to help to ensure that this school promotes the individuality of all pupils, irrespective of ethnicity, religion, attainment, age, disability, gender, sexuality or background.

Aims and Objectives

At Dorridge we do not discriminate against anyone, be they staff, governor, pupil or parent, on the grounds of ethnicity, religion, attainment, age, sexuality, disability, gender or background. Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- 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.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and Responsibilities

The Role of Governors

In this policy, the Governing Body of Dorridge Primary has set out its commitment to equality, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, we monitor:

admissions;

attainment and achievement;

exclusions;

rewards and sanctions;

parents' and pupils' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all pupils' have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case individually and sensitively, and with respect for the child's cultural traditions

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The equality link governor is Mandy Doyle she will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head Teacher and Deputy Head Teacher's will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- It is the Head Teacher's role to implement the school's policy on equality, and she is supported by the governing body in doing so.
- It is the Head Teacher's role to make sure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- The Deputy Head Teachers promote the principle of equality when developing the curriculum, and in providing opportunities for training.
- The Head Teacher views all incidents of unfair treatment, and any racist incidents, with due concern. Any Protected Characteristic Incidents are reported on MyConcern and logged using the Termly Report Form (Appendix 2)

The Designated Member of Staff for Equality will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out.

The Class Teacher will:

- Every member of staff promotes respect for other people in all aspects of school life; in assembly, for example, respect for other people is a regular theme.
- At Dorridge class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on MyConcern, and draw them to the attention of the Head Teacher or Deputy Head Teachers.

Eliminating Discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Racial Equality

At Dorridge, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic group

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policy for Behaviour)

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by pupils, and we reflect this in the displays of work shown around the school.

Disability Non-Discrimination

Some pupils at Dorridge Primary School may have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

The school is committed to provide an environment that allows disabled pupils full access to all areas of learning.

Teachers modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where pupils are unable to manipulate tools or equipment.

Gender Equality

We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible at Dorridge by eliminating gender biased resources and purchasing materials that interest and stimulate all.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Analyse data to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Identifying any issues which could affect our own pupils

Fostering Good Relations.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach i.e. Loudmouth Theatre, Solar
- Equality considerations in decision-making
- The school ensures it has due regard to equality considerations whenever significant decisions are made.
- The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - Cuts across any religious holidays
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls

Equality Objectives

Objective 1: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Objective 2: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- RE Policy
- PSHE Policy
- Anti-Bullying
- Charging and Remissions for School Activities
- Educational Visits
- Inclusion
- Looked After Children
- Medical Conditions in School
- More Able, Gifted, and Talented Learners
- Special Educational Needs and Disability (SEND)

Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this School is discriminated against;
- require the Head Teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equality;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or earlier if legislation demands

Appendix 1

Protected Characteristics¹ form

Autumn / Spring / Summer Term

Year:

School:

DFE number:

I confirm that there have been Protected Characteristic Incidents¹ altogether during the school term. The breakdown down is as follows:

	on race		on disability		relating to homophobia
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I enclose a copy of the relevant pages from the Protected Characteristic Incidents¹ Log-Book.

(Please complete this form even if there are no incidents reported this term)

The Equality Act 2010 requires schools as from April 2012 to publish information to show their compliance with the Act. This does not include a duty to report incidents to the Local Authority but to do so would be one way for schools to demonstrate their awareness of equality legislation and the due regard they are required to have

Reporting will also enable the Local Authority any areas of particular concern and also to provide appropriate advice and support to schools and to promote good practice

The following three questions are asked to provide the LA with information on positive steps taken by schools and on any further guidance needed.

In using this information, no reference will be made to individual schools

These are age, disability, ethnicity and race, gender, gender identity and transgender, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation.

Do you feel any responses have been particularly effective in dealing with protected characteristic incidents?

Have any particular steps been taken this term to deter protected characteristic incidents from occurring in the school?

Are there any issues relating to dealing with Protected Characteristic incidents and or harassment on which you or your staff would like advice, information, or training?

Head Teacher

Date