



## **Equality Policy**

### **Introduction**

This policy sets out Scott-Broadwood C of E Infant School's approach to promoting equality, as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment and our approach to community cohesion. In addition to this Scott-Broadwood C of E Infant School has a Single Equality Scheme which is regularly monitored and reviewed

### **The School Context**

Scott-Broadwood C of E Infant School, in Ockley and Capel, is a small infant school with children aged 4-7 at both Bases of the school. A very large majority of children are White British; gender balance varies between year groups and between the two bases of the school. 11% of children are on the SEN register, 3% of children have English as an additional language, 14% of children qualify for Free School Meals. (*see Appendix 1*)

### **Aims and Values**

The school aims to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society

### **The School's overall approach to promoting Equality**

The School's Equality Policy provides a framework to pursue its equality duties in regard to:

- eliminating unlawful discrimination, harassment and victimisation
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- fostering good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the School will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the School receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment.

*\*(NB 'age' is also a protected characteristic but not in relation to pupils of any age in a school)*

### **A Cohesive Community**

The Schools seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all

- ensure that learning, teaching and the curriculum explore and address issues of diversity

Currently the school serves a variety of communities e.g.

- an extended academic community (e.g. the Dorking Schools' Partnership, the Dorking Schools' Language Development Group)
- geographical communities (e.g. Dorking, Mole Valley, Surrey)
- communities of interest (e.g. our local churches, National Trust)
- communities of friends (e.g. local clergy, sports organisations, voluntary and support groups in the villages we serve)

## **Roles and Responsibilities**

### **School Governors are responsible for:**

- making sure the school complies with current equality legislation
- making sure this policy is properly implemented
- making sure related procedures are followed
- assigning a named governor.

### **The Headteacher is responsible for:**

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- providing training for them on the policy
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination.

### **All school staff are responsible for:**

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
  - recognise and tackle bias and stereotyping
  - promote equality and avoid discrimination against anyone
  - keep up to date with the law on discrimination and take training and learning opportunities.

### **Pupils are responsible for:**

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour.

### **Parents/Carers are responsible for:**

- supporting the School's equality ethos
- sharing concerns or issues with senior staff

- developing good practice relating to this area through a shared input with staff. This may include:
  - the anti-bullying policy and specifically racist and homophobic bullying

**Visitors and contractors are responsible for:**

- following our expectations regarding equality.

**Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.**

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- monitoring exclusions.

**Monitoring, Reviewing and Assessing Impact.**

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The named member of staff (Susan Muat, Head teacher) and governor responsible for equality (Gill Christie, Chairman of Governors) will monitor specific outcomes.

The Headteacher will provide monitoring reports for review by the Governing Body termly. This policy links to other policies and in general the principles of equality will apply to all other school policies.

**Concerns or complaints**

In the first instance the Head Teacher should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the school’s Complaints Procedure.

**Policy based on Dorking Schools’ Partnership model policy April 2012, updated January 2017.**

Signed.....Committee Chairman.....Date

Signed.....Chairman of Governors.....Date

## Appendix 1

### School Context (as at January 2017)

	<b>Staff</b> (teaching and support staff)
<b>12%</b> <b>88%</b>	<b>Gender</b> Male Female
<b>100%</b> <b>0%</b>	<b>Ethnicity</b> White British Other Ethnic group
<b>0%</b>	<b>Disability</b>
	<b>Pupils on roll</b>
<b>54%</b> <b>46%</b>	<b>Gender</b> Male pupils Females pupils
<b>90%</b> <b>8%</b> <b>2%</b>	<b>Ethnicity</b> Pupils who are white British Pupils who belong to an ethnic minority group Refused to answer
<b>11%</b> <b>3%</b>	<b>Additional Needs</b> Pupils on the SEN register Pupils who have English as an additional language
<b>0%</b>	<b>Disability</b>
<b>52%</b> <b>2%</b> <b>3%</b> <b>43%</b>	<b>Religion or Belief:</b> Christian Muslim Religions include Hindu, Jewish, Sikh, Roman Catholic, Other No faith or not disclosed
<b>14%</b>	Pupils eligible for Free School Meals

Numbers within the category of ‘other protected characteristics’ not listed above are considered too small to be recorded and therefore not presented.