

# THE CHILWELL FAMILY OF SCHOOLS



## EQUALITY POLICY

<b>Last reviewed</b>	<b>March 2013</b>
<b>Review Cycle</b>	<b>1 Year</b>

## **GUIDING PRINCIPLES**

In fulfilling the legal obligations cited below, we are guided by nine 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 (Principle 1 above) 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.
- Gay, lesbian, transgender and heterosexual people.

## **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
- Gay, lesbian, transgender and heterosexual people.

## **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

## **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

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

Every three years, accordingly, 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. See appendix 1 for School Context.

We keep our equality objectives under review and report annually on progress towards achieving them.

## **LEGAL FRAMEWORK**

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help us to meet the duty:-

- 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

## **THE CURRICULUM/TEACHING AND LEARNING**

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. The whole curriculum will be kept under review, including the resources available. We will make a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected and this will be used to inform planning and provision to support individuals and groups of pupils, including EAL, BME, SEN and FSM.

## **ETHOS AND ORGANISATION**

The equality laws require schools to promote equality of opportunity and eliminate discrimination. They aim to ensure that people have equality of opportunity in accessing and experiencing public services.

In the Chilwell Family of Schools, we are committed to ensuring equality of opportunity for all staff, pupils and all those receiving services from the school. See Appendix 2 for School Ethos.

Equality and diversity principles will run through all our day to day practices and be embedded in all our policies. (See Appendix 3)

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

As the Chilwell family of Schools we are committed to eliminating discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. We will adopt the Stephen Lawrence definition of a racist incident to cover all forms of prejudice. This is as follows:-

“A hate incident is any incident which 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.”

Our procedures for dealing with such incidents are outlined in the relevant LA and school policies listed at the end of this document.

## **ROLES AND RESPONSIBILITIES**

The governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school’s practice and related procedures and any action plans are implemented and regularly reviewed and monitored.

All schools will identify a member of the governing body who will have particular responsibility for this area of work.

The Head Teacher is responsible for the overall implementation of the policy on a day to day basis. The Head teacher is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They will undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They will demonstrate an awareness of specific individual needs and promote respect for diversity. They will know how to respond to and deal with any prejudice-related incidents which occur.

### **INFORMATION AND RESOURCES**

This policy will be made available to all stakeholders either on the school website or on Fronter.

Relevant equality information will be reported on the termly Headteacher's report to Governors as specified under the specific duty on public bodies in the Equality Act 2010.

### **STAFF DEVELOPMENT AND TRAINING**

In a three year cycle all staff will have their understanding of Equality Act 2010 refreshed. It will form part of the induction process for new or temporary staff.

### **BREACHES OF THE POLICY**

Refer to the schools' complaints policy.

### **MONITORING AND EVALUATION**

The policy and its impact will be reviewed annually.

**DATE OF APPROVAL BY GOVERNING BODY: October 2012, March 2013**

**SIGNED BY CHAIR OF GOVERNORS:**

**REVIEW DATE: March 2014**

## **Appendix 1**

### **SCHOOL CONTEXT**

Meadow Lane Infant school serves the varied suburban communities of Chilwell, Beeston and Attenborough. Meadow Lane Infant School is an above average sized Infant School whose pupils come from an area with lower levels of social disadvantage when compared to all infant schools in Nottinghamshire. There are fewer than average pupils from minority ethnic groups and fewer than average whose first language is not English. The proportion of pupils with learning difficulties and/or disabilities is below the Nottinghamshire average.

## **Appendix 2**

Ensuring equal opportunities in all aspects of school life for staff, pupils and other stakeholders is a core element of our mission statement.

### **School Ethos**

The Meadow Lane School Motto is 'Reach for the Sky and Be a Star!'

### **Mission Statement**

At Meadow Lane we provide a stimulating, fun, caring and secure environment in which the lives of the children are enriched to enable them to achieve their physical, emotional, academic and social potential. Ultimately, we aim to foster a joy for learning and for life and enable the children to make a positive contribution to society.

Specific aims to achieve this are:

1. To develop a feeling of self-worth and contentment, whilst considering the feelings and needs of others.
2. To develop positive moral attitudes, enabling children to make informed, responsible choices about their behaviour and actions in and out of the school community.
3. To be an inclusive school accepting, supporting and nurturing each other.
4. To engender a positive work ethic.
5. To encourage independence and decision-making in the wider environment.
6. To provide learning at an appropriate level using the preferred learning styles for every child whilst using a range of thinking skills.
7. To support parents and carers as their children's first and most important educators by involving them in their children's education and in the full life of the school. To support them in their own continuing education and personal development.
8. To work co-operatively and sensitively within the school and within the wider local and global community.
9. To encourage curiosity through enrichment of the curriculum.
10. To foster a love of literature, enabling children to learn to read fluently and develop their skills as writers.
11. To develop the social and technological skills necessary to communicate confidently and safely in a changing world.
12. To foster an enjoyment, understanding and application of mathematical concepts.
13. To encourage and recognise the importance of physical activity and a healthy, safe and happy lifestyle.
14. To develop creativity and self-expression through the arts.
15. To develop an understanding and celebration of a wide range of cultures, faiths and differences.
16. To develop an understanding of history and appreciation of their surroundings.
17. To foster respect for the environment and take an active role in its care and protection.
18. To sustain and maintain high expectations throughout the school community and celebrate our successes.

### **Appendix 3**

Additional policies that support the equality and diversity principles:-

- Admissions
- Induction
- Attendance
- Assessment
- Behaviour
- Anti Bullying
- Child Protection and Safeguarding
- Transition
- Teaching and Learning
- Marking
- Additional Learning Needs
- Management of Human Resources
- Complaints
- Physical Intervention (Use of Force)
- EAL
- Dealing with Racist Incidents
- Equal Opportunities
- Home School Agreement
- Home School Liaison
- School Prospectus
- Pupils Off Site Visits
- Food
- All curriculum policies

This policy was discussed by staff at a meeting on 01.12.11.

We agreed the policy and also agreed the following actions:

1. To access some equality training from the LA – JR to action. **Achieved 2012**
2. To work to find out more about our children's heritage and to acknowledge this more in everyday school life. We discussed ending home a mind map at the beginning of every year to give us information and then displaying this in the classrooms with maps, flags, languages, etc. **Staff meeting- Nov 2012. Another meeting planned Summer 2013**