	SANDBROOK PRIMARY SCHOOL		
	EQUALITY POLICY		
Date Adopted	2012	Version	2
Last Reviewed	2016	Review Cycle	ANNUAL
Revision history			
Author /owner	HEADTEACHER		
Adopted	Date: Signature of Chair:		

INTRODUCTION

Sandbrook is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

1. All members of our community are of equal value.

We believe no-one should be discriminated against and ensure that the 9 protected characteristics are adhered to.

Namely:

- Age
- Disability
- Gender
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Gender reassignment
- Sexual orientation

2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face in relation to the 9 protected characteristics. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships.
We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging.
We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff.
We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children.
We expect that all pupils can make good progress and achieve well.
7. We work to raise standards for all pupils, but especially for the most vulnerable.
We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

The Equality Act 2010 requires all public organisations, including schools to comply with the Public Sector Equality Duty and specific duties.

The Public Sector Equality Duty **or "general duty"**
This requires all public organisations, including schools to:

Eliminate unlawful discrimination, harassment and victimisation
Advance equality of opportunity between different groups
Foster good relations between different groups

Two "specific duties"
This requires all public organisations, including schools to:

Publish Equality objectives at least every 4 years which are specific and measurable from April 6th 2012.

Appendix 1 **is a checklist of key equality considerations**

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils and staff and make use of this to ensure equality of opportunity
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, exclusions and attendance

The school Policy on Behaviour and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

We treat all bullying incidents equally seriously.
The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We do not tolerate bullying that uses:

- ➢ - prejudices around disability and special educational needs;
- ➢ - prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum;
- ➢ - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes;

- ➢ We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups

1. We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
2. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings, pupil progress meetings and parents' meetings.
3. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
4. We collect and analyse data:
    - on the school population by gender and ethnicity;
    - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
    - by year group – in terms of ethnicity, gender and proficiency in English;
5. We analyse the standards reached by different groups at the end of each key stage:
    - FSM and non-FSM
    - MEGs
    - EAL
    - All SEN
    - SEN EHCPs
    - Children Looked After
6. We also collect, analyse and use data in relation to attendance and exclusions of different groups
7. We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as: "less able" our preferred term would be lower attaining.
8. We use a range of teaching strategies that ensure we meet the needs of all pupils
9. We provide support to pupils at risk of underachieving
10. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability, sexuality or gender reassignment.

Positive action

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, for example:
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics. The actions will be designed to provide equality of opportunity.

What we are doing to foster good relations

- ➢ We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- ➢ We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, RE and citizenship and across the curriculum.
- ➢ We strive to use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour through our code of conduct 'respect-be nice-work hard – never give up'
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people from other cultures.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff.
We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

APPENDIX ONE

Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school challenges any visitors to the school that do not understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to all parents and carers.