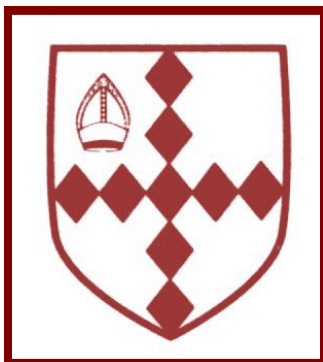


Equality Policy



Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is more equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body

Lead Person	Pauline Thomas
Link Governor/Chair of Committee	Fay Morris
Committee	Families and Community
Date Reviewed (incl. signature of Link Governor/Chair)	November 2019
Date Ratified (incl. signature of Chair of Governors)	March 2020
Next review date	March 2021



EQUALITY POLICY

Holy Trinity CE Primary School (HT) Mission:

Excellence in how we worship, learn and work together

"A thriving purposeful community of learners where adults and children work together in an environment planned for high quality teaching and learning and where all members of the school community involved in the successful development of children learning, work closely together for school improvement."

Introduction

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This Schools Equality Policy brings together action plans for Race, Gender and Disability Equality, thus meeting the school's statutory duties in these areas. It also goes beyond these three streams and begins to consider how the school develops its approach to equality and diversity for all our pupils, staff and their parents and carers. We are also committed to responding to all diversity related legislation and feel that a single school equality scheme is the best mechanism for achieving this.

Race Equality and Cultural Diversity

1. Legal Duties

At Holy Trinity, we are aware of the presence of discriminatory attitudes and behaviour within society, which we believe to be wrong and offensive. We will work to challenge these in our school. Under the equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information about our school population: to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

- The school gathers information on the pupil population broken down by ethnicity and gender. (Ofsted, RAISEonline).
- The school gathers information about significant difference in attainment between pupil between girls and boys and between pupils of different ethnic backgrounds. (School Profile).
- The Deputy Head, has special responsibility for equality opportunities.
- Pupil premium money is targeted to specific groups. (FSM, vulnerable pupils, children in need).

- There are clear procedures for dealing with prejudice-related bullying and incidents. (School policy and leaflet).

This is a Church School and we believe that each one of us is of equal importance in the sight of God. We must ensure that this equality is evident in our relationships with each other, both in our school and in our community.

We are committed to offering an education and an environment which provide equality of opportunity and freedom from discrimination on the grounds of ethnicity, culture, gender, disability, class and sexual orientation.

We maintain that all individuals have an equal right of access and opportunity to develop and achieve their full potential. This will include taking steps to meet the needs of different racial groups and disabled people as well as old and young, male and female.

2. Guiding Principles

- Every member of the School community should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every member of the School community should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities
- Every member of the School community should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world

3. The full range of school policies and practice

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupil's progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupil's personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

4. Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

5. Responsibilities

The Governing Body is responsible, for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Head teacher is responsible for ensuring the implementation of the policy, by ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

6. Information and resources

We ensure that the contents of this policy are known to all staff and governors, and also, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

7. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

8. Action plan

The Deputy Head teacher draws up an annual action plan for implementation of this policy and for monitoring its impact.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

10. Monitoring and evaluation

We collect, study and use quantitative data relating to the implementation of this policy, and make adjustments as appropriate.

Equal Opportunities

"Christians believe that all people belong to one human race; all are made in the image of God; each one is of unique worth in His sight and all have God-given gifts and talents, therefore it is the duty of every teacher to ensure that the school environment is one that creates the conditions for maximum learning to enable pupils, when they leave school, to:

- take a full and active role in society;
- make informed choices about every aspect of their lives;
- challenge what is unacceptable and unjust;
- compete on an equal basis in the field of employment."

Colour and Spice page 8

1. Aims and Objectives

Equal Opportunities reflects a pluralist society, made up of different ethnic groups, persons with disabilities and any other group that is not given a chance to fulfil its potential. Equal opportunities in education aims to help children to:

- acquire a high level of self esteem and worth
- understand the needs and aspirations of all members of our society
- acquire the skills that will provide them with values, attitudes and behaviours that support pluralism in our society
- counter prejudice in all its forms
- challenge stereotyping in all its forms
- develop an understanding of other cultures, religions, and ethnic groups that are part of their daily lives
- recognise and respect ethnic diversity at individual, group and all levels of society
- celebrate in the school through festive, religious and social events, the significance of each other's self-worth and unique being
- be aware of the diversity of languages spoken
- develop an effective command of English and where appropriate, their first language.
- support children's bilingualism in terms of its positive effects on both learning and identity.

ALL CHILDREN SHOULD HAVE EQUAL ACCESS TO EVERY ASPECT OF THE SCHOOL'S CURRICULUM.

OBJECTIVES FOR KEY STAGES 1 AND 2

KEY STAGE 1

The curriculum in Key Stage 1 helps to promote the broad aims above, as a firm base for future work in further Key Stages. By the end of Key Stage 1, children have had the opportunity to:

- be aware of the multicultural festivals at appropriate times of the year e.g. in assemblies, Chinese New Year, UK , Chinese New Year, Black History Month etc.
- learn to affirm the value of all people, ethnic groups, cultures, classes, abilities and gender through Images and Children's work around the school
- learn to challenge stereotyping and misrepresentations

KEY STAGE 2

Key Stage 1 should be continued and developed; in addition, by the end of Key Stage 2, children should have had the opportunity to:

- develop basic and analytical skills to engage in an understanding of cross-curricular perspectives and values
- understand the manifestations of prejudice, and how to deal with them.

2. Planning

In each subject in the school policy document there should be a section on Equal Opportunities. Planning reflects the school commitment to ensuring that equal opportunities are provided for all.

3. How we address the Equal Opportunities in Practice

We must be aware of the cultural assumptions and biases in our own attitudes. We should keep ourselves informed of racial justice issues and incidents both locally and nationally. We need to be aware of the historical and contemporary processes, which have caused and sustained racism and sexism, through selected history topics.

We document and monitor any racist or sexist incidents and deal with them in line with the School Discipline Policy.

We should be aware that our expectations affect the achievement, behaviour and status of pupils.

We should plan work, organise groups and classes to take account of the different needs of pupils, while maintaining consistently high expectations.

We should educate ourselves about the pupil's cultural origin and respect the pupil's own values, skills, knowledge and experience.

No group of pupils should be denied access to achievement.

4. Monitoring

Weekly planning sheets to be monitored by the Assistant Headteacher and Class teachers

Termly planning sheets to be monitored by the Curriculum Team Leaders and Subject Leaders.

Care should be taken with books/picture resources/displays/labels in terms of ethnic groups/gender/class bias.

Care should be taken to reflect pupil's cultural heritage in curriculum planning, especially for history, geography and R.E.

5. Resources

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origins.

Whenever possible, staff must ensure that the resources used in all curriculum areas reflect our multicultural society and are therefore multi-ethnic, multi-faith and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

Pupil's names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

The school views linguistic diversity positively, (displays of languages spoken in each class in the school) and staff should be aware of the language and dialect spoken by pupils and their families (by including home languages on class list). Staff must be conscious of any racist or sexist connotations in the language they themselves or the children use.

Pupils and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others.

We should ensure that school rules are sensitive to and show respect for cultural practices.

Brochures, letters home, documents should be made available in other languages if required or when necessary through translation services or members of the community.

6. We should ensure:

Areas we may look at in future include

On-going training for staff/support staff in Equal Opportunities to include racism awareness, cultural awareness and sexism and gender (discipline)

Equal use of playground space for both girls and boys for ball games

The need to update the class library stock on an annual basis.

To encourage parents to send in newspapers/magazines to provide positive images from different cultural perspectives

Members of staff use examples from a range of Art Sources covering the different cultural perspectives

Gender Equality

At Holy Trinity CE School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Holy Trinity CE School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action/
- Are pupils of both sexes encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are pupils of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender actively challenged in both the class-room environment and in the playground?
- Are pupils encouraged to consider career paths / occupations that are traditionally gender stereotyped?
- Is the school environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs? Are open evenings and other events which parents and carers attend held in an accessible part of the school?
- Are parents of both sexes encouraged to participate in their child's education e.g. attending parent's evening, taking up parent / family learning courses, and assemblies?
- Are governing bodies representative of the pupils, staff and local community that they serve?

Employer duties-

As an employer we will need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workforce.

- Are gender aspects considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination?
- Is bullying and harassment of staff monitored and is this information used to make a difference?

NOTE: The EOC Code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- Recruitment
- Managing flexible working

- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal pay
- Work based training opportunities

It is a specific requirement of the duty that an equal pay policy is developed.

The Gender Equality Duty (GED)

What is it?

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. they are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The Specific Duties

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

The Gender Equality Duty (GED)

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. You will need to:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the Gender Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people. The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales

Involvement and consultation

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

Holy Trinity CE School has consulted with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme through:

Parental Survey
School's Council
Discussions with Children, Parents and Carers, Governors
Feed back from classes

Making Things Happen

In order to ensure that action is taken to meet the Gender Equality Duty Holy Trinity CE School has drawn up an action plan to make things happen, which outlines how the requirements of the Gender Equality Duty will be met. This action plan has been shaped in consultation with pupils, staff, trade unions, parents and all those that we provide a service to as outlined in the previous section, and may include good practice examples below.

Good practice examples

The following examples have been taken from guidance issued by the Equal Opportunities Commission and schemes already prepared in other local Authorities, and provide good practice suggestions on how gender equality can be promoted in a school environment.

- The Fathers and Reading Project – this is a good example of a service that tries to create positive male role models for school children. It provides opportunities for fathers to get involved in their children's education, and specifically to help them with their reading. Games and activities are used as a way of recruiting fathers and their children and developing physical contact.

Monitoring and Reporting

We acknowledge that it is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Gender Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head Teacher and Governors, and the findings will be used to improve the Gender Equality Scheme and feed into future practice.

Disability Equality

This section should be read in conjunction with the school's Inclusion Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish a School Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.