



EQUALITIES POLICY

LGB RESPONSIBILITY



Banstead Infant School

Introduction

This policy sets out our school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation and any other appropriate protected characteristics, and the school's statutory duty to produce a Single Equality Scheme from April 2011.

The School Context – what sort of school are we?

The school serves the village of Banstead, generally an affluent part of Surrey where the majority of parents own their homes but it also has a proportion of less affluent parents who rent or live in social housing.

The socio-economic backgrounds of the children is mixed, but the school is in the lowest percentile for school deprivation and children eligible for free school meals.

The monitoring of children's attainment and progress shows that there are no significant differences between groups of children at the school and those nationally, and some groups attain very well.

The school is fairly mono-cultural although it has identified around fifteen languages spoken by children and their families. There are pupils from Christian, Jewish, Muslim and Hindu families. The majority of pupils have no religion.

Groups within the school include: gender; children with special educational needs or disabilities; Black and Minority Ethnic; Free School Meals, Pupil Premium children adopted from care. Pupil mobility is generally low, but increased during the 2017-18 academic year.

Equality – aims and values

The school aims to provide equality and excellence for all in order to promote the highest possible standards, as summarised in our mission statement: Inspiring, enabling and nurturing lifelong learners. The moral and spiritual life of the school is founded on six core values: respect, honesty, trust, co-operation, patience and responsibility. These values have been chosen by the whole school community. The school also promotes British values through assemblies, and Citizenship and PSHE curricula.

The School's Approach to Promoting Equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no children, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This must include the protected

characteristics identified within the Equality Act (2010) i.e., sex, race, disability, religion or belief or any other relevant protected characteristic.

The principles of this policy apply to all members of the extended school community, children, staff, governors, parents and community members.

A Cohesive Community

In order to achieve a cohesive community we seek to:

- promote understanding and engagement between communities;
- encourage all children and families to see themselves as full and active members of the school community, the wider community, the community of the UK and the global community;
- understand and respond to the needs and hopes of all our communities;
- tackle discrimination;
- increase life opportunities for all;
- ensure learning, teaching and the curriculum explores and addresses issues of diversity.

Roles and Responsibilities

School governors are responsible for:

- making sure the school complies with current equality legislation;
- making sure this policy and its procedures are followed;
- reviewing and updating the policy and plan as agreed.

The Head Teacher is responsible for:

- making sure the policy is readily available and that the governors, staff, children and their parents/carers know about it and are familiar with it;
- making sure its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary;
- 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:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping;
- promoting equality and avoiding discrimination against anyone;
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Children are responsible for:

- following the school rules;
- living by the school values;
- contributing to the Behaviour and Anti-Bullying Policies;
- developing school/class rules which promote community cohesion and respect.

Parents/Carers are responsible for:

- ensuring that the Parent Teacher Association pay due regard to inclusive practice;

- reading and contributing to school policies and supporting their implementation.

Visitors and contractors are responsible for:

- knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with Head Teacher and the Chair of Governors.

Responsibilities include:

- coordinating 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 school's Equality Policy is supported by our Single Equality Plan. The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact in line with legislative requirements. We will review progress against the objectives in our Equality Plan annually, and we will review and update the entire plan and policy on a three year cycle.

We make regular assessments of children's learning and use this information to track their progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of children are making the best possible progress, taking appropriate action to address any gaps.

The principles of equality are applied to all other school policies.

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

This policy links to the following policy:

SEND

Safeguarding

PSHE

Assessment

Collective Worship

Recruitment and Selection