



Rushton CE (VC) Primary School

Happy Learning Together

www.rushton.staffs.sch.uk

Equality Policy

Committee	Full Govs
Approved by Governors	March 18
Review Date	March 22
Cycle	3 years

Please note: An Equality and Accessibility Action Plan accompanies this policy. Our Action Plan covers a three year period from 2018 to 2021. Progress towards meeting the objectives will be reviewed annually.

Introduction

This Equality policy provides a format for addressing the statutory duties of the Equality Act 2010. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The policy is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

Guiding principles

In fulfilling the legal obligations referred to above, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 background are recognized
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

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, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development 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
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts, 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 widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

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 range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

Ethos and organisation

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

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance

- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Meeting our Duties

Our policy enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our community cohesion priorities into our Equality and Accessibility Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Characteristics of our school

This is a very small rural school, (39 pupils currently on roll) in the Staffordshire Moorlands. We are an integral part of our community and valued as such. Almost all of the children are of white British background (95%). Children join us from a wide catchment area (the school serves several local villages which means that some children travel considerable distances). The majority of families are nominally Christian (64%). Ours is a mixed intake from the farming community and professional/non-professional backgrounds. The children are caring, well behaved and good learners.

School Vision

Our vision is to provide a stimulating, creative and inclusive learning environment based on Christian principles in which all children will thrive and achieve the best that they possibly can.

Through a core set of Christian values we aim to:

- Create a rich and stimulating environment for teaching and learning which challenges and inspires every child.
- Build strong relationships between school, home, church, parish and the wider community.
- Develop independent learning skills which will encourage an enjoyment of lifelong learning
- Ensure everyone in our school is recognised and valued for their talents and strengths and everyone has an equal opportunity to develop to their full potential.
- For all children to be motivated and excited by a broad and balanced curriculum
- To value and celebrate the achievements and successes of all children.

Implicit in these aims is a commitment to promote equality of opportunity for all members of the school community.

Aims of the Equality Policy

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document.

Action Planning

An action plan accompanies this policy which identifies what we will be doing over the coming 3 years to make our school more accessible to the whole community, irrespective of background or need.

The priorities for the Action plan are set in the light of:

- data collection and needs analysis to inform policy and action planning;
- consultation with and views expressed by all stakeholders including pupils, parents, governors, staff and users of the school. Equality information will be derived from analysis of the following data
- admissions and attendance by different groups
- attainment and progress data of different groups
- exclusions
- prejudice related incidents
- Inclusion in the following groups: SEN, FSM, EAL, LAC
- Attendance at extra-curricular activities.
- data on the recruitment, development and retention of employees.

We aim to involve as many people as possible in the development of the Action Plan. Examples include:

- Discussion at School Council
- Consultation with parents/carers
- Discussion at staff meetings
- Discussion with the governing body
- Discussion with other school users
- Discussion with cluster schools

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy
- The Headteacher is responsible for implementing the policy and action plan; for 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:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - ensure that pupils from all groups are included in all activities and have full access to the curriculum.
 - promote equality and diversity through teaching and relations with pupils, staff, parents, and the wider community.
- Pupils will:
 - experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
 - take responsibility for treating each other with respect, valuing and caring for each other
 - understand the importance of reporting prejudiced based bullying / incidents
- All visitors to the school will adhere to our commitment to equality.

Publication

The action plan will be understood and implemented by all staff. We will ensure that the whole school community is aware of the policy and action plan by publishing them on the school's website