



Policy Subject: EQUALITY POLICY

Date: July 2020

Review Date: July 2021

VISION STATEMENT

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

INDEX

Section 1: Rationale
Section 2: School Context
Section 3: School's Aims and Values
Section 4: Purpose of the policy
Section 5: Development of the policy
Section 6: Links to other policies and documentation
Section 7: What we are doing to eliminate discrimination, harassment and victimisation
Section 8: Behaviour, Exclusions and Attendance
Section 9: Addressing prejudice and prejudice-based bullying
Section 10: What we are doing to advance equality of opportunity between different groups
Section 11: Positive Action
Section 12: What we are doing to foster good relations
Section 13: Other ways we address equality issues
Section 14: Publishing Equality Objectives
Section 15: Monitoring and Reviewing Objectives
Section 16: Roles and Responsibilities
Section 17: Governing Body
Section 18: Headteacher and Leadership Team
Section 19: Teaching and Support Staff
Section 20: Pupils
Section 21: Visitors
Section 22: Key contacts
Section 23: Equal Opportunities for staff
Section 24: Monitoring and Reviewing the Policy
Section 25: Disseminating the Policy
Section 26: APPENDIX ONE - Check list for school staff and governors
Section 27: APPENDIX TWO – Equality Action Plan 2020-2024

SECTION 1: RATIONALE

Equality lies at the heart of good education. It is important to recognise that people do not have the same starting points and that they may experience discrimination and disadvantage on many grounds such as age, gender, disability, ethnic origin, religious beliefs, class, socio-economic background or domestic situation. Sometimes discrimination is overt and intentional but more often, and more difficult to identify, it is hidden, indirect and maybe unintentional. The idea that “everyone is treated the same” often conceals hidden and sometimes unintentional discrimination. Promoting equal opportunities involves focusing on each person’s individual needs and allows all members of the school community the opportunity for excellent achievement and progress in all that we do (see school vision statement).

SECTION 2: SCHOOL CONTEXT

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

St Dunstan’s is a large primary school with an attached nursery. The majority of pupils are White British with a higher than average percentage of pupils from a range of other ethnic backgrounds. The percentage with special educational needs or disabilities (SEND) is below the national average, as is the percentage for whom extra funding is received due to social or economic disadvantage. Those who speak English as an additional language remains just below the national average, but has increased significantly recently.

St Dunstan's School is a Church of England School and the Governing Body seeks to ensure that the Christian ethos permeates the whole life of the school. This policy is designed to support the ethos; enabling pupils to benefit from a high quality of education and ensuring that staff are also valued and supported in their development within an ordered Christian community.

The effective running of St Dunstan's School depends on the commitment of every person who works in it. Every member of staff is an integral part of the school community and affects its life and ethos. The school's ethos is realised through daily action. It is in the day-to-day living that the value system of the school becomes apparent; the presence of Christ should be evident to all.

St Dunstan’s 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 2010 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.

SECTION 3: SCHOOL’S AIMS AND VALUES

At St Dunstan’s Cheam C of E Primary School, we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities

to develop their full potential regardless of their age, gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school will actively promote and foster positive attitudes and commitment to the education for equality through the following principles:

1. All those within the school community (eg pupils, staff, governors, parents and the community) are treated as individuals with 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 and whatever their 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 disability, ethnicity, gender, religion, belief or faith and sexual orientation. 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. We encourage everyone to gain a positive self image and high self esteem.

4. We foster a shared sense of cohesion and belonging. We are creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices. 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 to their highest potential.

7. We work to raise standards for all pupils. Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

SECTION 4: PURPOSE OF THE POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

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

The **Public Sector Equality Duty** or “general duty”

This requires 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 schools to

1. Publish information to show compliance with the Equality Duty by April
2. Publish Equality objectives at least every 4 years

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives for 2020-2024 in an Equality Action Plan

POLICY

SECTION 5: DEVELOPMENT OF THE POLICY

This policy was developed by the Equality Working Group in consultation with pupils, staff, governors and parents / carers.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted Inspection Framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

SECTION 6: LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEND and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

SECTION 7: WHAT ARE WE 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 – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

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 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 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 today life of the school. We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through 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 favorably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment.

SECTION 8: BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

The school Policy on Behaviour - Rewards, Sanctions 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.

SECTION 9: ADDRESSING PREJUDICE AND PREJUDICE-BASED BULLYING

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

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

There is guidance available to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

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 termly and take action to reduce incidents.

SECTION 10: WHAT ARE WE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

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.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

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.

We collect, analyse and share data with governors as appropriate:

- 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;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a hearing impaired or Gypsy Roma Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.

We use a range of teaching strategies that ensures we meet the needs of all pupils

We provide support to pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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.

Our Accessibility Plan 2019 aims to: To ensure full access to the curriculum for all children; To promote the involvement of disabled students in classroom discussions/activities; Improve physical environment of school environment; To review children's records ensuring school's awareness of any disabilities

SECTION 11: POSITIVE ACTION

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

SECTION 12: 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 promotes 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 and citizenship and across the curriculum

We 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.

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 that promote positive images of people

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 eg Black History Month.

SECTION 13: OTHER WAYS WE ADDRESS EQUALITY ISSUES

We maintain records of all training relating the Equalities

Our monitoring records include evaluations of aspects of Equalities

We keep minutes of meetings where equality issues are discussed

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parental questionnaires, parent consultation evenings, parent rep meetings and/or focus meetings or governors' meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

SECTION 14: PUBLISHING EQUALITY OBJECTIVES (see Equality Action Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

Our Equality Objectives for 2020-2024 are:

To review all school policies on a rolling programme e.g. Behaviour & Discipline, Anti-Bullying, procedures for admissions, Achievement, Progress & Assessment

To monitor the attendance, attainment and progress of specific groups including; disadvantaged, disability, ethnicity, gender including the more able disadvantaged and middle- and high- prior attainers. We will rigorously examine this data to ensure no group is under performing by supporting pupils, providing effective interventions, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging stereotypes and creating an environment of respect.

To undertake Continuing Professional Development in order to extend strategies available for pupil provision to raise standards and ensure inclusive teaching.

SECTION 15: MONITORING AND REVIEWING OBJECTIVES

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

SECTION 16: ROLES AND RESPONSIBILITIES

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

SECTION 17: GOVERNING BODY

Through its committees the governing body will endeavor to see that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys) One member of the governing body will have specific responsibility for monitoring this policy, acting as the designated governor for equality.

SECTION 18: HEADTEACHER AND LEADERSHIP TEAM

Working with the governors and all the school staff, the Headteacher is responsible for implementing the policy; 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. The Headteacher will assess and monitor the impact of the scheme and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need and that outcomes are monitored.

SECTION 19: TEACHING AND SUPPORT STAFF

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

SECTION 20: PUPILS

Pupils will be made aware of how the equality policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.

SECTION 21: VISITORS

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

SECTION 22: KEY CONTACTS

Staff responsible for equalities: Mrs Louise Porter

Lead Governor: Mr. Stephen Kingdom

SECTION 23: 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.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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.

SECTION 24: MONITORING AND REVIEWING THE POLICY

We review the information about equalities in the policy annually and make adjustments as appropriate.

SECTION 25: DISSEMINATING THE POLICY

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- in the staff handbook

- as part of induction for new staff

All new staff and governors will have the policy explained to them as part of induction arrangements. Following revision of the scheme changes will be communicated to all staff and “refresher” training will be arranged as necessary.

We publish on the school’s website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs and disabilities.

Signed: *Mr Swain* Chair of Governors

Signed: *Mr Kingdom* Governor with responsibility for Inclusion or Equality
Mr Stephen Kingdom

Signed: *Ms Corby* Headteacher

Date:

Agreed Date: July 2020 Review Date: July 2021

SECTION 26: 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 Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there are 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 ensures that visitors to the school 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
- The school takes part in annual events such as Black History Month, Inter-Faith Week, Anti-Bullying Week etc. to raise awareness of issues around race, disability and gender
- The school environment is accessible to pupils, staff and visitors
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school
- 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 candidates and voters who are disabled

SECTION 27: APPENDIX TWO - EQUALITY ACTION PLAN 2020-2024

SEE BELOW

Equality Action Plan 2020- 2024

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Review, publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Reviewed Equality plan to be agreed by governing body Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan Children to understand their role in support the plan – CTs to discuss including British Values	July 2020-24	HT/ gov body/ DHT, CT's SENDCO/ SLT	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan
To continue to monitor and target attainment of PPG, SEND, boys and girls and race across the school. Act on any trends or patterns in the data that require additional support for the pupils	Target to be set by school based on school data. Achievement data is analysed by groups such as race, gender, disability & PPG	Ongoing	CTs/ SENDCo/SLT/ Inclusion Lead	Tracking data Intervention summaries Vulnerable group tracking Case studies Analysis of teacher assessments / annual data demonstrates progress of all equality groups
To continue to monitor and target attainment and progress of middle-	Target to be set by school based on school attainment levels. Ensure all pupils have quality first teaching.	Ongoing	Subject Leaders Assessment Leader/ SLT/ Class teachers	Tracking data Pupil progress intervention summaries

and high- prior attaining pupils	Ensure all CTs know their M & H PA pupils and target them appropriately.			Vulnerable group tracking Case studies
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels Continue to promote diversity through the 'Language of the Month' board.	Ongoing	CTs/ TAs, DHT, SENDCO	Notable increase in participation and confidence of targeted groups
Ensure children with EAL are supported in school and that there are adequate and appropriate resources to support their progress EAL	Leader to ensure children with EAL are making progress in their learning		EAL leader, CTs	Children with EAL are making progress in their learning
Ensure PPG children are supported in school and appropriate/adequate resources support them – both academically, socially and emotionally	PPG champion to ensure PPG children are making progress in their learning. Allocate PPG ambassadors. PPG champion continue to raise their profile with CT/TAs & ensure they have same cultural capital as all other children. Continue to improve communication and work closely with parents		PPG Champion – DHT, CTs,	PPG children are making progress in their learning and have the same cultural capital as all children.
To undertake	Training held meets the needs of	Ongoing	HT /Governors/	CDP monitoring grid.

Continuing Professional Development	the individual / groups of staff. Training for all CTs and TAs by Cognus professionals/ SDBE DSIP/ in house		CPD co-ordinator/ SENDCo	Impact evidence from individual children
To review all school policies on a rolling programme eg Behaviour & Discipline, Anti-Bullying, procedures for admissions, Achievement, Progress & Ass	All reviewed polices will reflect Equality Policy	Ongoing	HT / Governors	Current polices on website are followed.