



EQUALITY POLICY

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1 INTRODUCTION

At Rothwell C of E Primary Academy we are proud of our strong Christian values and links with the parish church. Everything we do flows from these, and they inform every one of our key aims:

To Serve

The contributions made by parents, carers, governors, staff and children are greatly valued and never taken for granted. We will always cultivate a positive moral purpose which guides our children towards understanding their responsibility to themselves, the academy, and the privileged place it occupies within the wider community.

To Learn

All our children are given the opportunity to realise their full potential through a stimulating curriculum which is taught at levels appropriate to their individual needs. Every adult working in the academy seeks to inspire an innovative, life-long love of learning that will enrich the future pursuits of every child we teach.

To Challenge

We recognise that success is a disciplined journey rather than a destination. With this in mind, we encourage our children to appreciate the value of mistakes, seek to overcome obstacles, take pleasure in effort, and develop an enduring, resilient model of growth.

To Love

It is important for all children and adults working within our academy to feel valued and loved. This is why we foster a happy, reflective and caring environment in which everyone is able to value others, act in love, and always be prepared to offer the hand of friendship.

2 ACADEMY CONTEXT

- Rothwell C of E is a 1 form entry Primary Academy with 180 pupils on roll.
- The academy is situated on a housing estate and our children are drawn from an area of mixed private and social housing.
- Our academy draws from a mainly white heritage community. Our January 2015 Census indicates a growing BME % (13.9%) which remains below national averages.
- Pupils entitled to free school meals stands at 18.7% but this is not equally spread across cohorts.
- 19.2% of pupils are currently on the SEN register. Again, this is not evenly spread throughout academy. This can often skew cohort results.

3 WHAT WE MEAN BY EQUALITY

At Rothwell C of E Primary Academy we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals. Achieving equality therefore requires the removal of discriminatory barriers that limit what people, especially children, can do and can be. We recognise that inequality can be experienced in a variety of ways; through outcomes, access to services, the degree of independence

to make decisions affecting lives and inequality of treatment, whether this relates to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

4 OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Rothwell C of E are guided by seven principles.

Principle 1: All members of the academy and wider community are of equal value.

We see all members of the academy and wider community of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances;
- whichever their gender and sexual orientation;
- whatever their age.

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 and, where possible, removed completely;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized;
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised;
- age.

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, gender, sexual orientation, religious affiliation, national origin or socio-economic circumstances, 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;
- positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff and governors is undertaken in a fair and equitable manner to support our academy's vision and values.

Policies and procedures should benefit all employees and potential employees; for example in recruitment and selection, promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance;
- whatever their gender and sexual orientation;
- whatever their age.

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, religious and socio-economic backgrounds
- girls and boys, women and men;
- lesbian, gay, bisexual and transgender;
- age (where appropriate).

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. We involve, wherever possible:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural, religious and socio-economic backgrounds;
- both women and men, and girls and boys;
- lesbian, gay, bisexual and transgender;
- a variety of age groups.

Principle 7: We feel that the community 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 the public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, girls and boys;
- lesbian, gay, bisexual and transgender;
- people of different ages and generations.

Principles in themselves are not enough.

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability;
- ethnicity;
- gender;
- sexual orientation;
- religion and belief;
- age;
- socio-economic circumstances.

These are outlined in our Single Equalities Action Plan

5 ACTION PLAN

We recognise that the actions resulting from a policy are what make a difference.

Each year we review the action plan within the framework of the overall academy improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above. Our current action plan is set out in our Single Equality Scheme Action Plan.

6 THE CURRICULUM

- 1) We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
- 2) We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

7 ETHOS & 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' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor 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;
- participation of groups in wider academy activities;
- preparing all members of the learning community for living and positively contributing to a diverse society.

8 ADDRESSING PREJUDICE & PREJUDICE-RELATED BULLYING

The academy is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities (for example anti-Semitism and Islamophobia) and those that are directed against Travellers, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they were dealt with in line with legal requirements.

9 ROLE & RESPONSIBILITIES

The governing body is responsible for ensuring that the academy complies with current legislation, and that this policy and its related procedures and strategies are implemented.

The Chair of the Local Governing Board has a watching brief regarding the implementation of this policy.

The Principal is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Principal has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- challenge and deal with any prejudice-related incidents that may occur;
- identify and challenge bias and stereotyping in the curriculum;
- support pupils in their class for whom English is an additional language;
- keep up to date with equalities legislation relevant to their work;
- ensure pupils have the opportunity to have their voices heard with regards to equality issues.

10 INFORMATION & RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.

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

11 RELIGIOUS OBSERVANCE

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

12 STAFF DEVELOPMENT & TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

13 BREACHES OF THIS POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the Principal and governing body.

14 MONITORING & EVALUATION

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

In particular we collect, analyse and use data in relation to achievement. This is broken down, as appropriate, according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

To review good practice we make use of a range of auditing schedules.

15 DEVELOPING & IMPLEMENTING THE POLICY

Key to this process is the academy's implementation of **Equality Impact Assessments** (EQUIAs).

We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it would, potentially, have a differential impact on one or more particular groups (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run throughout all areas of academy life.

16 HOW WE INTEND TO DEVELOP THIS POLICY FURTHER

The development of this scheme has involved the whole of our academy community. We've discussed it with them and listened to what they have to say, including:

- **Our pupils by:**
 - pupil consultation.
- **Our staff by:**
 - reviewing curriculum areas to ensure all equality issues are catered for including books, visual images, trips and visits;
 - more visiting speakers to promote all equality issues;
 - publicise the work we do in the community;

- days in the life of different groups where children are challenging their stereotypes (e.g. blind, deaf, wheelchair users, etc.);
- celebrating the different family backgrounds and ethnic origins of pupils in our academy.
- **Our governors by:**
 - Governing Board discussions;
 - Evaluation & Monitoring.
- **Our parents / carers by:**
 - parent surveys;
 - general feedback.
- **Our partners in the community:**
 - including the church in academy life and governor/staff working groups;
 - advertising and eliciting responses through the local press;
 - staff, pupils and governors being active within the local community.
- **Minority, marginalised and potentially vulnerable groups by:**
 - Positively engaging with the above groups;
 - Inviting minority and marginalised groups into the academy to speak to pupils, staff and governors.

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

17 COMPLAINTS

- An individual wishing to make a complaint about any Equality matter should discuss this with the academy in the first instance.
- If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Parent/Carer Complaints Policy (Spring 2015).

18 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but will not necessarily be limited to, race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.