



Rokesly Infant and Nursery School Equalities Policy

Approved by	
Last reviewed	October 2018
Ratified on	November 2018
Review period	Annual
Signed	

Rokesly Infant and Nursery School Vision Statement

At Rokesly Infants we are committed to helping every child reach their full potential by providing them with a broad, creative curriculum that values and reflects our diverse community; enhances links between home, school and the wider community through fostering a calm, caring and respectful atmosphere where every child matters

Rokesly Infant and Nursery School Mission Statement

At Rokesly Every Child Matters In Every Way

1. Aims

At Rokesly Infant and Nursery School we aim to meet our obligations under the public sector equality duty by having due regard to the Equality Act 2010.

2. Legislation and guidance

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

The Equality Act requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

3. Introduction

Rokesly Infant and Nursery School 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 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. The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

4. Key Principles

1. We value all learners equally, and as individuals, whether or not they have a disability, whatever their ethnicity, culture, national origin or national status, whatever their gender, gender identity or sexual orientation and regardless of their faith background, religious or non-religious affiliation or their socio-economic background or family circumstances.
2. We recognise, respect and value difference and understand that diversity is strength. We believe that diversity is a strength that should be respected and celebrated by all those who visit, learn and teach here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between individuals, groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. 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 equally 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 pupils. We expect that all pupils can make good progress and achieve to their highest potential. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
7. We will do our utmost to protect the rights of all our pupils. We believe all children should have equal access to human rights and that each and every child deserves our protection and to receive the best possible education we can provide.

5. Tackling Discrimination, Harassment and Victimisation

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

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.

All appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment or promotion.

6. Meeting Specific Needs

Due regard is paid to 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. Reasonable, appropriate and flexible adjustments for pupils with disabilities will be made as needed.

7. Behaviour, Exclusions and Attendance

We monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action to address concerns.

8. Addressing Prejudice and Prejudice-Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying such as:

- prejudices around disability or special educational needs
- prejudices around race, religion or belief, or prejudice towards travellers or people seeking asylum
- prejudices around gender and sexual orientation, including homophobic attitudes

We treat all bullying incidents equally seriously and keep a record of all prejudice-related incidents. We analyse this data and take action to reduce incidents.

9. Advancing Equality of Opportunity for Different Groups

Removing or minimising disadvantages which are connected to a particular characteristic they have

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Collect, analyse and publish data on the school population, and inequalities of outcome, in terms of eligibility for free school meals, children who are looked after, children with special needs or disabilities, ethnicity, gender and proficiency in English
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available that identifies improvements for specific groups (e.g. declines in incidents of homophobic or sexist bullying)
- Through pupil admissions meetings and other procedures, work in partnership with parents and carers to identify children who have a disability and take action to meet their needs.
- Monitor progress and outcomes of different groups of pupils, using this data to support school improvement and take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate English or Maths skills.
- Enable equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

10. Positive Action

We will take positive and proportionate action to address any disadvantage faced by particular groups of pupils, for example through targeted support.

11. Equal Opportunities for 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. Discrimination or harassment of anyone in our employment will not be tolerated. We ensure that all staff, including support and

12. Fostering Good Relations

The school aims to foster good relations by

- Promoting a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- Enforcing the school's Behaviour Policy for pupils and Code of Conduct for staff setting out expectations about how we should treat each other with courtesy and respect.
- Preparing our pupils for life in a diverse society and promoting the spiritual, moral, social and cultural development of our pupils.
- Teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through assemblies and the curriculum.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Including the contributions of different cultures to world history in the curriculum and promoting positive images of different peoples.
- Providing opportunities for pupils to listen to a range of opinions and empathise with different experiences.
 - In keeping with Fundamental British Values (See DFE: Promoting fundamental British values as part of SMSC in schools), promote mutual respect and tolerance of those with different faiths and beliefs.

13. Equality Considerations and Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups, for example, ensuring that Sports Day does not coincide with a major religious festival.

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.

Governing Body

This policy applies to all governors. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented. For example: The Premises Committee keeps aspects of the school's commitment to the Equality Duty under review, in terms of the school environment.

Head teacher

The Head teacher is responsible for:

- the overall implementation of the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate support; and for taking appropriate action in any cases of unlawful discrimination.
- promoting knowledge and understanding of the equality objectives amongst pupils
- monitoring success in achieving the objectives and informing the governing body

Teaching and Support Staff

All teaching and support staff are responsible for:

- promoting an inclusive and collaborative ethos in their classroom
- challenging prejudice and discrimination
- dealing fairly and professionally with any prejudice-related incidents that may occur, following the school's procedures
- planning and delivering lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintaining the highest expectations of success for all pupils
- supporting different groups of pupils in their class through appropriate planning and teaching, especially

Visitors and volunteers

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.

As a staff team we work to remove barriers and we will not unfairly discriminate on any grounds. We do this by:

- Making appropriate changes to teaching resources.
- Accessing Local Authority Services e.g. EAL Support
- Supporting children's emotional needs through play therapy
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

Breaches of Policy

Rokesly Infant and Nursery School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Head teacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

Diversity Complaints

Rokesly Infant and Nursery School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply.

The complaints procedure is made accessible through the school website.