



EQUALITY POLICY

Aims

Syresham St James CE Primary School and Nursery believes that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use our service. We recognise that inequality represents a barrier to achievement and are committed to removing those barriers.

This policy should be read with and is supported by the school's Child Protection and Safeguarding Policy, the Safer Recruitment Policy and The Complaints Procedure.

Syresham St James CE Primary School and Nursery has two key equality objectives:

- To ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice throughout the school.
- To ensure progress of our children is not hindered by inequality.

The single equality duty requires that we:

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

The public sector equality duties require that we:

- Publish equality objectives at least every four years
- Conduct Equality Impact Assessments and publish information to demonstrate compliance with the above equality duty and equality objectives at least annually.

Objectives

- Comply with our legal obligations under the Equality Act 2010
- Appendix 1 - Background
- Explain obligations and objectives to staff, pupils, parents and other stakeholders
- Appendix 2 – Equality Plan

Responsibilities

- It is the responsibility of the Headteacher to publish a statement annually setting out how the school is complying with the equality duty and its equality objectives.
- It is the responsibility of the School Governors to ensure the equality policy and plan is reviewed a minimum of every 4 years
- It is the responsibility of all stakeholders in Syresham St James CE Primary School and Nursery to ensure that the objectives in this policy are upheld in practice.

Monitoring and Evaluation

We monitor the progress we are making towards achieving our equality objectives and meeting our equality duty by collecting the following data by the relevant and protected characteristics:

- progress and attainment data
- admissions data
- attendance data
- bullying data
- staff recruitment progressions and retention

The school will carry out impact assessments to evaluate practice by considering the issues identified through the involvement of disabled pupils, staff and parents, together with the information held by the school. Any changes will be reflected in the school self-evaluation form (SEF) and be reported to governors.

The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and the need for further development will arise from effective evaluation.

APPENDIX ONE – Background

The Equality Act 2010 brings together lots of different equality laws and has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The aim of the Equality Act 2010 is to provide a modern, single legal framework and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination. For the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students/employees because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to persons who are pregnant, have recently had a baby, or are undergoing gender reassignment. Employees are also protected against discrimination on the grounds of age and marriage/civil partnership.

Equality means treating everyone with equal dignity and worth regardless of their particular characteristics. People have different needs, situations and goals. Thus, achieving equality requires the removal of discriminatory barriers that limit what people can do and can be. We recognise that people can experience inequality in terms of: outcomes, access to services, the degree of independence they have to make decisions affecting their lives, inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently. The Board of Governors and therefore the school, recognises and celebrates the diversity and welcomes the contributions which different groups and individuals make to the community. Guidance for schools can be found on the Equality and Human Rights website:

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/educationproviders/schools-guidance>

Differences between groups of people can cause misunderstanding and friction. Syresham St James CE Primary School and Nursery recognises it has to make special efforts to ensure that all groups are properly included:

- boys and girls, men and women
- all minority ethnic groups including travellers, refugees and asylum seekers
- pupils and others with special educational needs
- pupils and others with a range of disabilities
- children who are looked after and their carers

Syresham St James CE Primary School and Nursery has identified the following equality issues that may be barriers to effective learning and successful working at the school and have considered them within our equality plans:

- experience of bullying, harassment or social exclusion
- low parental support or different parental expectations
- frequent moves and lack of stability in life, leading to time out of school or low attendance
- lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- medical issues and/or illness leading to gaps in learning or low attendance
- special education needs and disability
- sexuality and gender stereotypes
- race and religious differences
- language difficulties
- recruitment, management and development of staff and governors

The school recognises that it has a legal obligation to meet the needs of people with disabilities.

APPENDIX 2 – EQUALITY PLAN

Equality Commitment	Equality Plan
<p>1. School culture and ethos</p> <p>Syresham St James CE Primary School and Nursery is an inclusive school and our ethos reflects the commitment of staff and governors to create a community where difference is celebrated. Our family ethos focusses very much on each member of our community as an individual. Achievement of pupils and staff is celebrated.</p> <p>All members of the school have a responsibility to comply with this Single Equality Policy based upon the Equality Act 2010. The governing body is liable for any breaches of the Equality Act 2010.</p> <p>The school and nursery seeks opportunities to promote positive views of people for different groups through assemblies, the curriculum and through extra-curricular activities.</p> <p>The school and nursery takes steps to advance equality of opportunity, foster good relations and eliminate discrimination. We actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect. We regularly consider ways in which the curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action. We regularly consider ways in which our teaching and the curriculum provision will support high standards of attainment; promote common values; help pupils understand and value the diversity that surrounds them, challenge prejudice and stereotyping.</p> <p>The school and nursery’s behaviour policy is inclusive and all steps are taken to ensure reasonable adjustments are made in determining sanctions for pupils in different groups. The school aims to consider all factors before deciding outcomes on sanctions and rewards. The school welcomes pupils and staff from all backgrounds. School admissions are through West Northants Council who promote equality of opportunity. Advertisements for jobs state that there are no barriers to job applications as we adhere to the West Northamptonshire Council’s Equal Opportunity Policies.</p> <p>Engagement and ethos - the school aims to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.</p>	<p>Employees of Syresham St James CE Primary School and Nursery are made aware of this document.</p> <p>Keep a clear picture of who our disabled pupils, staff, parents and other users of the school are, in the knowledge that people may be reluctant to disclose some disabilities.</p> <p>Disabled users of the school are made aware that they may approach any member of staff at any time and confidentially discuss any barriers they perceive to equality. If appropriate this document will be amended to reflect these needs.</p> <p>Liaise with the LA over the gathering of information.</p>
<p>2. Preventing and dealing with bullying and harassment</p> <p>At Syresham St James CE Primary School and Nursery we recognise that the groups identified may experience a higher level of bullying than other groups in the school. The Anti-Bullying Protocol seeks to track and resolve and bullying incidences and lower the number of all bullying incidents, including those based on discriminatory grounds.</p> <p>All incidents of bullying are communicated to parents/carers and incidents recorded and analysed by the type of bullying. The school encourages positive working relations between staff and the Whistle Blowing Policy is in place to ensure staff have a confidential route to report any incidences of bullying amongst staff. Bullying and prejudice related incidents are carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying.</p>	<p>Analyse incidents of bullying and monitor patterns.</p> <p>An online reporting system called “My Concern” is established and used.</p> <p>The Whistle Blowing Policy is in the Staff Handbook which is regularly updated.</p> <p>Staff have received training on how to recognise, identify and respond to incidents of sexual harassment and abuse.</p> <p>Assemblies and events like Anti-bullying week address bullying of particular groups.</p>

<p>As a school we are aware that sexual harassment and abuse may occur in the community and/or in school. Staff are trained to recognise and identify behaviour that is not appropriate and how to respond. All such behaviours will be recorded on "My concern" and followed by the DSL. Sexual harassment and abuse towards staff is taken seriously and any reported incidents are investigated and action taken</p>	
<p>3. Listening to pupils, parents, staff and others The school has an active parent forum with meets regularly. Any parents can be part of this forum. Parents are also encouraged to be part of yearly monitoring of policies. The school effectively uses Seesaw, Eduspot Teachers2Parents texts and emails and emailed newsletters to communicate with parents and other stakeholders. Parents' views are sought through our parent survey.</p> <p>The views of pupils are collected through a termly "Pupil Voice" meeting with the Headteacher and an annual survey. We seek the views of pupils, parents, advisory staff and visitors to the school to ensure that the school environment is as safe and accessible as possible for all users.</p> <p>The school communicates with the Parish Council and works with the community in the vicinity of the school.</p>	<p>Check that 'absent parents' receive communications.</p> <p>Continue to address discovering the parents who may need alternative communication arrangements.</p> <p>SENCo to continue to seek views of SEND pupils.</p> <p>Address areas of inequality, ie. Access to IT devices, with a policy to identify students with needs and put in appropriate support.</p> <p>'Talking Tuesday' Sessions for KS2 pupils</p>
<p>4. Equalising Opportunity The school and nursery recognises that for some groups participation in school life may have barriers.</p> <p>The school and nursery sets out to make sure no pupil is excluded from opportunities such as trips and extra-curricular activities by ensuring pupil premium/other funds are used in specific cases where hardship is a barrier. Support to fund equipment/uniform is also available. The schools Charging Policy takes different financial circumstances into account. No child is denied access to trips, both residential and day because of financial reasons. The school monitors the uptake of extra-curricular activities to ensure particular groups of pupils are not excluded from opportunities and actively encourages participation.</p>	<p>Ensure all staff are aware of pupils who may be in underrepresented groups so staff are proactive in encouraging participation.</p>
<p>5. Informing and Involving Parents and Carers Information about pupils with disabilities/SEN and medical needs is gathered initially from our admission forms. Parents can also let school know about adoption or guardianship status via admission forms. There is a link to the Free School Meals application form on the web site and parents are directed towards it. This information is held on the School's Information and Management System (ESS SIMS). The school only holds information about disabled employees, parents, carers and governors if it has been disclosed.</p> <p>Even though there is no legal obligation to disclose a disability, the school is actively seeking ways to ensure that parent and carers with disabilities feel comfortable about doing so by using the school newsletter to explain why the information is needed and how that disclosure can enable to school to make reasonable adjustments. This information will be used to improve accessibility to the school for events such as Parents' Evenings and also to ensure that pupils have access to individual support in dealing with any issues that might arise around the disability of ill health of their parent/carer or other family member.</p> <p>The school uses a variety of media to inform parents; school newsletter; school website; Teachers2Parents texts and email; Seesaw; Eduspot; letters; parents evenings and phone calls. The school monitors</p>	<p>Guide to homework on website.</p> <p>Curriculum maps to be on website.</p> <p>Develop more links with services for translation for parents whom English is not the first language.</p> <p>SENCo to find new ways of engaging parents through parent groups, events with their children and informal 'clinics with staff available to trouble shoot issues parents may have.</p> <p>'Talking Tuesday' sessions for KS2 pupils to address any issues pupils may have.</p>

<p>engagement of parents and makes extra effort to contact parents who might need support with communication, e.g. translation services, accessible timings for meetings.</p> <p>The school uses SIMs to highlight the need to communicate with ‘absent’ or joint parents so that admin staff know when to double communications sent to parents.</p>	
<p>6. Transition</p> <p>New pupils are welcomed and a transition is planned to minimise and potential difficulties. Admission criteria do not discriminate, either directly or indirectly, against anyone with a protected characteristic. We will not refuse to admit a child for discriminatory reasons. Information from previous settings and outside agencies is shared with staff sensitively. Ongoing processes continue. Pupils with SEND have a pupil profile that staff can use to plan to meet their needs. Older pupils buddy the new ones. Pupils transferring midyear are given a peer buddy to shadow. SEN children in nursery are allocated a Key Worker. The school makes adjustments as required to ensure all can access the site and curriculum.</p>	
<p>7. Access to the Curriculum</p> <p>The school aims to offer an inclusive curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them. As well as to develop the skills of participation and responsible action.</p> <p>Barriers to effective education are highlighted and addressed on a group and individual basis. The SEND policy outlines all the steps the school takes to provide for particular needs. CPD for staff is comprehensive and pupil profiles and the Guide to Inclusion provide detailed strategies for staff to use. Pupil progress is tracked rigorously and staff work systematically to remove potential barriers. Attendance is tracked and reported regularly to governors. The Headteacher sympathetically and proactively encourages pupils with lower than average attendance to attend more regularly by building good relationships with both pupil and parents/carers.</p> <p>For pupils with significant medical needs, individual health care plans are set up and if appropriate Hospital Schools support is sought.</p> <p>The Assessment and Feedback Policy sets out expectations for marking and feedback to pupils. The school has high expectations of all pupils but accepts there are times when differentiation of feedback is required.</p> <p>Individual Health Care Plans, Individual Behaviour Plans, CAFs and TAFs and Personal Education Plans to plan effective provision and to support pupil needs.</p>	<p>All gaps are analysed through data monitoring to ensure that support is given where needed.</p> <p>Access more additional support for students with EAL.</p>
<p>9. Accessibility of school to All</p> <p>The school site is an accessible site. Adaptations have been made to the site including ramps, lever taps and adjustable tables. The Accessibility Scheme sets out steps taken by the school to make the site accessible to staff, parents and pupils. We consult with all stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These objectives are reviewed and reported on annually.</p>	<p>Continue to review accommodation in classrooms to ensure wheelchair accessibility.</p>