

Last reviewed: Spring 2018

Due for review: Spring 2022

Owner: Head Teacher

Reviewed by: Full Governing Body

Review Status: 4 years

1. Introduction

- 1.1. This policy sets out Powell Corderoy Primary School's approach to promoting equality, as defined within the Equality Act (2010). It covers age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion. In addition to this Powell Corderoy Primary School has a Single Equality Scheme which is regularly monitored and reviewed.
- 1.2. This policy was written in conjunction with the other schools of the Dorking Schools Partnership and follows Surrey County Council best practice guidelines.

2. Aims and Values

- 2.1. The school aims to create a safe, stimulating and supportive environment that welcomes all and creates a partnership between school, parents and the wider community.
- 2.2. The core values on which the policy is based include:
 - 2.2.1. a culture of respect for others;
 - 2.2.2. promoting equality by recognising and celebrating differences between people;
 - 2.2.3. a community where pupils are well prepared for life in a diverse society.

3. The School's overall approach to promoting Equality

- 3.1. The School's Equality Policy provides a framework to pursue its equality duties in regard to:
 - 3.1.1. eliminating unlawful discrimination, harassment and victimisation;
 - 3.1.2. advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
 - 3.1.3. fostering good relations and positive attitudes between all characteristics and different groups in all of its activities.
- 3.2. Through the Equality Policy, the school will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

**(NB 'age' is also a protected characteristic but not in relation to pupils of any age in a school)*

4. A Cohesive Community

- 4.1. The School seeks to:
 - 4.1.1. promote understanding and engagement between communities;
 - 4.1.2. encourage all children and families to feel part of the wider community;
 - 4.1.3. understand and respond to the needs and hopes of all our communities;
 - 4.1.4. tackle discrimination;
 - 4.1.5. increase life opportunities for all;

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- 4.1.6. ensure that learning, teaching and the curriculum explore and address issues of diversity.
- 4.2. Currently the school serves a variety of communities e.g.
 - 4.2.1. an extended community (e.g. the Dorking Schools' Partnership);
 - 4.2.2. geographical communities (e.g. Dorking, Mole Valley, Surrey);
 - 4.2.3. the community of Britain;
 - 4.2.4. communities of interest (e.g. environmental groups, faith groups, ethnic or language groups);
 - 4.2.5. communities of friends (e.g. local clergy, business partners, arts, sports, voluntary and support groups).

5. Roles and Responsibilities

5.1. School Governors are responsible for:

- 5.1.1. making sure the school complies with current equality legislation;
- 5.1.2. making sure this policy and the single equality scheme are properly implemented;
- 5.1.3. making sure related procedures are followed;
- 5.1.4. assigning a named governor (Inclusion Governor).

5.2. The Headteacher is responsible for:

- 5.2.1. making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- 5.2.2. making sure its procedures are followed;
- 5.2.3. producing regular information for staff and governors about the policy and how it is working;
- 5.2.4. providing training for them on the policy;
- 5.2.5. making sure all staff know their responsibilities and receive training and support in carrying these out;
- 5.2.6. taking appropriate action in cases of harassment and discrimination.

5.3. All school staff are responsible for:

- 5.3.1. promoting an inclusive and collaborative ethos in the classroom;
- 5.3.2. modelling good practice, dealing with discriminatory incidents and being able to:
 - 5.3.2.1. recognise and tackle bias and stereotyping;
 - 5.3.2.2. promote equality and avoid discrimination against anyone;
 - 5.3.2.3. keep up to date with the law on discrimination and take training and learning opportunities.

5.4. Pupils are responsible for:

- 5.4.1. supporting the schools equality ethos;
- 5.4.2. sharing concerns or issues with a member of staff;
- 5.4.3. keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.
- 5.4.4. This may include:
 - 5.4.4.1. the anti-bullying policy and specifically racist and homophobic bullying;
 - 5.4.4.2. developing school/class rules which challenge discriminatory behaviour.

5.5. Parents/Carers are responsible for:

- 5.5.1. supporting the schools equality ethos;
- 5.5.2. sharing concerns or issues with senior staff;
- 5.5.3. contributing to the development of good practice relating to the this. This may include for example:
 - 5.5.3.1. the anti-bullying policy and specifically racist and homophobic bullying;
 - 5.5.3.2. ensuring the above is explicit within our Home-School Policy.

5.6. Visitors and contractors are responsible for:

- 5.6.1. following our expectations regarding equality.

5.7. Responsibility for overseeing equality practices in the school lies with the Headteacher and Chair of Governors. Responsibilities include:

- 5.7.1. co-ordinating and monitoring work on equality issues
- 5.7.2. dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- 5.7.3. monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- 5.7.4. monitoring exclusions.

6. After School Clubs

- 6.1. We promote equal opportunities and will always seek to provide appropriate opportunities for all pupils. Monitoring of after school clubs helps us to identify if any groups of children may be identified as being disadvantaged in attending and avoid any discrimination e.g. a boys only football club would disadvantage girls, however, having 2 football clubs, one for boys and one for girls, provides equal opportunities. All pupils are encouraged to participate in clubs and are advertised to all children (age appropriate).

7. Monitoring, Reviewing and Assessing Impact.

- 7.1. The School's Equality Policy is supported by a Single Equality Scheme which is linked to the school development plan as necessary. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality identified will be used to inform future planning and decision-making.
- 7.2. The Headteacher and Chair of Governors will monitor specific outcomes. Interim reports will be given to the termly Governors' Performance and Welfare Sub-Committee and the Headteacher will provide monitoring reports for review by the Governing Body annually. This policy links to other policies and in general the principles of equality will apply to all other school policies.

8. Concerns or complaints

- 8.1. In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.

Policy approved by: _____ (print name)

Agreed by: _____

On behalf of: _____ (committee or FGB)

Signed: _____

Date: _____

Agreed by: _____