



Equality Policy

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **nonstatutory guidance** set out by the government in December 2011 and March 2012.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act;

Part Two sets out the legal duties which are referred to in Part One.

How the policy is communicated and our practice at Dartington follow (from p. 6)

Part One

The primary aim of Dartington C of E Primary and Nursery School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Dartington School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality

of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality, tolerance and inclusion.
- Bullying and Prejudice Related Incidents will be 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 (follow link to new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events and opportunities for learning to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. These equality objectives will be woven across the school improvement plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly 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 to all school users. We will regularly review our accessibility plans.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions, where needed, will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

- **'Prohibited Conduct' (acts that are unlawful):**
- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.
Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

The school has also adopted the Devon County Council Equality Policy which covers our public sector duties.

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 1. Increase disabled pupils' access to the school curriculum
 2. Improve the physical environment
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and **Equality Human Rights website:** <http://www.equalityhumanrights.com>

which includes the guidance for education providers (schools) or

Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer

require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

COMMUNICATING AND PROMOTING THIS POLICY

All staff and governors are to be made aware of this policy and any subsequent updates or amendments. A copy will be displayed on the school's website. Paper copies can be provided on request.

School Improvement Plan

Legislation requires us to set objectives to meet our public sector duties and improve our practice. Objectives will be contained within the School Improvement Plan.

Objectives will be agreed by Governors and based upon the following:

- Pupil performance/monitoring data.
- Consultations with staff, governors, parents and pupils.
- Impact assessments and other audits such as disability access.
- Inspection feedback.
- Legal duties.
- National or local issues relevant to the school.

PRACTICE

Admissions and attendance

The school welcomes pupils from all backgrounds and abilities and has a separate Admissions Policy for our Nursery.

Devon admissions and transfer criteria are determined by the Local Authority which is responsible for assessing the impact of its policies on different groups.

Information about pupil's gender, ethnic origin, home language, religion or belief, physical and emotional needs and diet is collected to enable the school to meet the needs of all pupils. The PSHE curriculum and ethos of the school are evidence of this.

Attendance of all pupils is monitored regularly by the school, including the Pastoral team, and Education Welfare Officer. Where individual or groups are identified as causing concern appropriate strategies are implemented with support from the Education Welfare Services.

Provision and support is available for pupils to take time off for religious observance with minimal disruption to their education if required.

Policies

All relevant policies must adhere to the contents of our Equality Policy and are monitored to ensure that this is securely met. All policies will be operated in a non-discriminatory way.

When the governing body approves policies, all policies shall be checked to ensure they do not have potential to disadvantage people because of a protected characteristic, and advance equality and foster good relations where possible.

Teaching, Learning and Curriculum

In school, there will be a focus on securing high standards of attainment for all pupils, removing barriers to learning and wider activities and reducing unjustifiable difference in outcomes for different groups of pupils.

Our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

The taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

The curriculum of our school will promote the spiritual, moral, cultural, mental and physical development of our learners and society, and prepare our students for the wider opportunities, responsibilities and experiences of life after their school career with us has ended. Our school ethos, PSHE and RE will provide opportunities for students to develop their understanding, tolerance and empathy.

In our school our pupil population is diverse and many have experienced different social, ethnic or economic backgrounds. We value this diversity but also recognise that it is important to ensure that this range is extended, is across a broad spectrum and is experienced by all. Therefore we will work to provide rich opportunities for our learners to work with a range of people from different age groups, backgrounds, religious, ethnic and cultural groups.

All pupils, including those with a physical disability or special educational needs, will have equal access to the curriculum appropriate for their age or ability. The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any educational or physical special needs they may have.

Equal opportunities will be specifically taught and promoted through certain areas of the curriculum. For example, through Personal, Social and Health Education (PSHE) issues relating to gender, physical disabilities (e.g. mobility, hearing, sight), age, race and religion or belief can be addressed.

Science and sex and relationship education lessons (SRE) will provide opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the children.

RE lessons enable specific matters around religion, belief and culture to be directly addressed.

Equal opportunities may also be promoted through other curriculum areas when appropriate. For example, in science, history, geography, art, etc. There may be opportunities to bring about helpful understanding and learning regarding the positive contributions of people regardless of: gender

(including transgender), age, disability, ethnicity, sexual orientation, race, nationality, social background, belief, marital status (this list is not exhaustive). This may be an opportunity to affirm difference and understand the value and needs of all people despite and regardless of any differences.

Resources bought by the school and used to teach the various subjects, and provide the children with a range of images and messages about diversity e.g. posters, books, computer software, will promote equal opportunities and be free of prejudicial or stereotypical messages. Resources will be reviewed from time to time to ensure they are appropriate.

Staff will be mindful that this may not be the case where children, parents or other well-intentioned sources have loaned resources to the school. Loaned material found to contain prejudicial, discriminatory or stereotypical messages will be used with discretion, not used at all, or used within the context of opportunities to discuss issues of equality and diversity.

In planning the curriculum, account will be taken of the needs of the pupils, including a disability, cultural background and linguistic needs, and appropriately differentiated work produced.

Where appropriate within certain curriculum areas:

- pupils are given opportunities to explore issues of identity, equality, and racism, including the use of language;
- learn about and celebrate festivals and traditions of different cultures;
- learn about world development issues, global issues and our interdependence on each other.

A variety of strategies will be used to encourage the participation of all pupils, encouraging understanding and learning from each other e.g. providing accurate information, developing empathy, using discussion and debate, modelling good anti-discriminatory practice to enable the widest possible engagement and understanding of these issues.

Exploring and developing with pupils their understanding of potentially "difficult" issues, including racism and homophobia, will be handled in a sensitive way and "ground rules" are used appropriately. Consultation and advice from teaching support services will be accessed as appropriate to help us meet the needs of all pupils, e.g. Ethnic Minority Achievement Service, Traveller Education Service. Teachers will be mindful of children with specific physical needs, such as partial sight or hearing, or those with restricted mobility, when considering classroom organisation, lesson planning and practice. Teachers will ensure both boys and girls have equal access to all aspects of the different curriculum subjects to ensure they are not seen as appropriate for only boys or girls, but for all children. This is especially important in those subjects that have historically been perceived as orientated to one gender.

When grouping children for certain activities, teachers should be mindful of the gender balance and the personal characteristics of the individuals within the group. For example, is the activity (e.g. D.T., practical science, games) likely to be dominated by one gender or character strong individuals within the group to the detriment of the others? If so, single gender or similar personality grouping may be appropriate to ensure all members of the group have equal opportunity to undertake the activity.

In class discussions, all pupils should be given the opportunity to contribute and staff should not allow the more lively and/or knowledgeable children, irrespective of gender, to monopolise the discussion. Indeed, it may be necessary for staff to deliberately ask reluctant individuals to contribute not only for equal opportunity reasons but to enable the staff member to evaluate the child's understanding or to facilitate the child's learning and personal development.

Purchasing

When purchasing equipment it shall be checked to make sure it can be used by children with disabilities (e.g. hand-held devices cater for people with visual impairments and manual dexterity problems so that buttons can be easily navigated).

Pastoral care

Support is available for specific pupils if necessary e.g. pupils for whom English is a second language, to enable them to participate equally and achieve their own potential. Using Thrive approaches that encourage understanding of others and working in a range of groupings is designed to build tolerance and inclusion (staff understand the Law of Proximity).

Activities, including extra-curricular activities

A variety of extra-curricular activities will be offered. For reasons of health & safety and management it is often necessary to restrict membership of the activity to specific age groups and/or a specific number of members. Where numbers have to be limited membership is on a "first come, first served" basis of receipt of parental consent forms to join the activity.

All extra curricular activities are open to all children including those, such as football and netball, which historically orientated to one gender. In these activities both single gender and mixed gender teams are created. Reasonable adjustments will be made so that children with disabilities can participate in sporting activities.

We provide different opportunities for young people and their families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities locally, nationally and on a wider basis where possible.

The school works in partnership with a wide variety of agencies and organisations to support the learners' education. Engagement with parents through an open door ethos, parents' evening, curriculum meetings, parent and child classes, festivals and other celebrations is considered a priority at the school.

The school offers opportunities for children to take a range of leadership roles including Sports, Dance, Special Time and Little Time Leaders. Enquirers link the School Council with the younger pupils. This involves the children in the decision making and organisation of the school, teaches the children the importance of participation and making a difference to the school, local community and beyond.

We have a number of activities that take place within our school that contribute to community cohesion including:

Activity	How does it promote community cohesion?
Sporting festivals -	<i>Team work.</i>
Services at St Mary's Church	<i>Understanding our wider family, religion and the role of the church in community</i>
Collective worship / reflection	<i>Understanding a religion.</i>
Developing links through Schools	<i>Using communications to all communities to compare practise to our own</i>
Links with School Council (to Class Councils) such as Parliament Outreach, Governors, Visitors to the school	<i>Developing understanding of the term community and the part the children play in it.</i>
Links with other countries	<i>Understanding other cultures and languages</i>
Performing Arts e.g. music performances, drama performances	<i>Team work and celebrating individual talent.</i>
Celebration of historical events	<i>Understanding cultures, communities and attitudes.</i>

Links to village magazine My Dartington	<i>Being part of the Dartington community.</i>
Pupil Leadership roles	<i>Social responsibility.</i>
'Celebration Collective Worship'	<i>Celebrating achievements together.</i>
Coffee afternoons / mornings/family teas	<i>Engaging with parents/carers.</i>
Whole school / individual fund raising events	<i>Social responsibility.</i>
Parent help / pupil roles	<i>Developing ideas on citizenship and participation without reward. Includes everyone in the school and wider community irrespective of socio-economic context or other factors.</i>
Life skills educators in Year 6 re: alcohol & drugs	<i>Helps children and adults to recognise the wide variety of community members and the difficulties that are prevalent in our local and wider environs.</i>
Transition work and link work undertaken with secondary schools	<i>Encourages children to understand the world outside of their own school and the people they will be interacting with on a daily or regular basis.</i>
Opportunities for the children in Modern Foreign Languages	<i>Understanding other cultures and languages.</i>
Hosting placements and contact with schools in other countries	<i>Understanding other cultures and languages.</i>
Pupil leadership roles eg Play leading during Our'N'About	<i>Develops understanding of assisting others and prepares them for life outside school and interaction with people outside of their normal friendship circles.</i>
First aid training for staff	<i>Helping others and meeting specific needs of disabled pupils.</i>
Road safety events e.g. cycle training for year 5 and 6 children	<i>Social responsibility.</i>
School Council	<i>Social responsibility. - Understanding other perspectives and sharing opinions in an open way.</i>
Breakfast/After school club	<i>Developing interaction with others from outside their normal friendship groups, and encouraging the children to contribute to activities which require tolerance and understanding of the feelings and abilities of others.</i>
Cultural events e.g. Christian festivals /Chinese New Year / other elements taught through curriculum	<i>Understanding other cultures.</i>

Engagement and Understanding

The school seeks feedback on a regular basis on its performance in a variety of ways, including:

- Through informal dialogue with the children.
- Through regular discussion with the children as part of the school self-evaluation process.
- Through School and Class Councils
- Through collective worship.
- Through communication with parents, carers and children.

We will work closely with partner schools to share our experience, and to ensure that the process is as consistent across the local area and county as possible.

Monitoring of attainment, progress and assessment

Dartington C of E Primary School aims to be a fully inclusive school, and the school's policies and procedures are firmly in place to cater for and make adjustments for any children with disabilities. The progress of children is tracked carefully through the school's assessment framework, and monitored carefully to ensure that they are achieving in line with expectations at all times. We will monitor, compare and analyse children's progress in relation to the following characteristics:

- Sex/gender
- Disability/SEN
- Ethnicity including Traveller status
- Eligibility for Free school meals
- Attendance
- Mobility
- CiC
- Safeguarding

The school holds a wealth of data on all pupils and has worked with the new expectations of the National Curriculum and changed assessment processes, as well as historic data, to maintain the quality and relevance of this. Data includes:

End of EYFS, Key Stage 1 and 2 results

Results of regular ongoing assessments

Any recorded teacher observations

Discriminatory and bullying incidents

The following are also monitored both informally and formally:

- Positions of responsibility held
- Satisfaction / enjoyment levels in different school activities
- Levels of behaviour and anxiety, through Thrive screening or individual assessments, and the need for pastoral support
- Areas of the curriculum which present particular challenges for them or to which they may have restricted access
- Areas of the school where they might have no or impeded access
- Aspirations / ambitions for the future
- Success of transition out of school
- Access to school trips
- Involvement in school life e.g. after school clubs

Individual pupil attainment and progress is monitored for signs of underachievement. Attainment and progress of different groups is monitored for differences in performance e.g. whether boys are falling behind girls.

Targets are communicated regularly to the children. Where individual underachievement is found or differences in the performance of certain groups are identified, appropriate remedial strategies to curriculum planning and delivery are implemented and targeted at these specific individuals or groups. Appropriate assessment strategies are employed as far as possible to ensure no individual or group is disadvantaged by the assessment system due to physical or linguistic needs whether culturally based or not. For example, assessment material could be produced in large print format, another language, Braille, etc.

Employment diversity monitoring questionnaires, data will be collected for staff to fulfil monitoring duties. These questionnaires are available from the local authority.

The school is aware of its legal duties in relation to asking job applicants questions about disability and health, insofar that it can only do this to make reasonable adjustments or for diversity monitoring.

In order that children feel comfortable in raising issues or difficulties they have as a result of any health conditions or impairments, or any other characteristic, systems are in place in school to ensure that children can discuss issues or potential barriers to their success, namely our 'Opendoor' policy for children and parents.

Disability is a potential area of vulnerability, and is recorded using the school's pupil tracking system. The areas of vulnerability can then be taken into account when monitoring results, in order to spot trends and deal with any potential issues early.

Information on other disabled people using our services

Although not obliged to collect information on disabled parents / carers and other users, it was felt by the school that in ensuring access it would be worthwhile to take into consideration the needs of all school users. Parents and carers will be asked upon admission if there are any potential school users in their family who may have a disability that we need to consider

Anti-Bullying and dealing with incidents of a discriminatory nature

Bullying will not be tolerated at this school. It makes children's lives unhappy and can hinder their academic progress. Bullying is the deliberate, sustained desire to hurt, threaten or frighten someone. Bullying behaviours can arise in a group when relational aggression becomes established. It can be physical, verbal or emotional and can therefore include such things as physical injury, threats or intimidation, teasing, name-calling or exclusion from games and play. This can be face to face or through the use of modern technology. It can lead to a pattern of behaviour where the bully feels good due to the power held over others and the victim often feels powerless to prevent the situation.

Bullying can range from:

- Physical (hitting ,kicking, theft)
- Verbal (name calling, racist and homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Discriminatory Incident:

Is any incident which is perceived to be discriminatory/prejudiced by the victim or any other person on the basis of someone's race, colour, nationality, culture, language or religion/belief, disability, age, gender/sex, sexual orientation, gender identity.

If any child or adult is found to be deliberately engaging in discriminatory language or behaviour the following procedures will apply.

Staff and Governors will be reminded of their obligations to refrain from engaging in discriminatory language or behaviour and warned that further non-compliance will result in further action being taken. The form of this action will depend on the degree and context of the discriminatory language or behaviour and will be in line with the school and local authority's disciplinary procedures.

Visitors will be reminded of their obligations to refrain from engaging in discriminatory language or behaviour. Non compliance on more than two occasions will result in visitors not longer being welcome and their offer of help terminated. Contractors will have their services terminated and be reported to the local authority if applicable for relevant sanctions to be imposed.

Children will have the relevant consequences imposed on them as set down in our school

Behaviour policy's consequences relevant to their age.

High standards of behaviour are expected of all pupils.

The school's Rewards and Consequences procedures are applied to all pupils fairly and equitably in accordance with our Behaviour Policy.

Consequences, including exclusions, are monitored for patterns or trends.

Any incidents will be recorded on the appropriate local authority forms and sent to the authority each term (even if there have been no incidents) for monitoring purposes.

Appropriate action will be taken to prevent an incident re-occurring and appropriate support provided to those affected by the incident which may include Safeguarding provisions.

Parents/guardians of the pupils involved will be informed of the incident.

The situation will be monitored.

A member of the Leadership Team (the Headteacher or another SLT member) will be responsible for ensuring the above procedure for reporting and responding to an incident is carried out and followed up. Any parent wishing to report an incident should contact a member of the Leadership Team.

Behaviour, discipline and exclusions

Anyone involved with our school found to deliberately breach this policy will have appropriate action taken against them.

Staff and Governors will be reminded of their obligations to adhere to the policy and warned that further non-compliance will result in further action being taken. The form of this action will depend on the degree and context of the non-compliance and will be in line with the school disciplinary procedures.

Visitors and volunteers will be reminded of their obligations to adhere to our school policy.

Continued non-compliance will result in parent helpers being no longer welcome and their offer of help terminated, contractors will have their services terminated and be reported to the local authority if applicable for relevant sanctions to be imposed.

Pupils will have the relevant sanction imposed on them as set down in our school Behaviour Management policy's sanctions relevant to their age.

Whilst the school has no uniform, it maintains a dress code, the school's dress code which shall not unlawfully disadvantage children on grounds of religion/belief or disability or any other unreasonable factor. For example, a general 'no head-wear' policy would disadvantage a Sikh child.

Staff recruitment, support and professional development

Staff appointments will be based on the applicant most able to demonstrate they best match the Person Specification and their ability to undertake the Job Description. Irrelevant characteristics such as gender, race, religion, etc. will not form part of the selection process. The part of the application form where candidates disclose these details for monitoring purposes will be detached before members of the staff appointment panel receive copies of the application forms so they neither know nor can be influenced by this information.

All staff vacancies are advertised as widely as possible. Occasionally it may be necessary to fill a post immediately. On these occasions an existing member of staff or member of the community (e.g. a parent helper) who has a DBC check may be asked to undertake the duties of the post temporarily pending a more permanent or fixed term appointment being made.

All staff will have equal opportunities to undertake Continuing Professional Development in accordance with our school CPD approaches.

All governors involved in staff appointments will undertake appropriate training and be made aware of how to avoid discrimination in the appointment process.

Whole school training needs for staff and governors will be identified within the School Improvement Plan. The School Leadership Team will arrange with the relevant training providers to provide whole

staff INSET during an INSET day or staff meeting. Individual governors will attend appropriate courses individually and whole governor training.

Individual training needs for staff will be identified through the Performance Management Review process. Relevant courses will be identified and arranged for individual staff to attend. The school's Mentor for Newly Qualified Teachers (NQT's) will identify and arrange for any necessary training for NQT's. Governors will arrange to attend any relevant training and notify school administrator and Clerk to the GB.

All staff have been made aware that there is no legal obligation to disclose a disability, however by informing the school of a disability, the school will be able to make reasonable adjustments which may include applying for support through the "Access to work" scheme.

Any staff who indicated that they have a disability, will be informed of any reasonable adjustments that are either in place or planned to be put in place in the future.

Any specific training needs of other staff to help make reasonable adjustments are dealt with through the school's Continuous Professional Development Programme. Systems are in place to support staff if they are returning to work, and staff's attention has been drawn to these procedures.

Governors

The constitution of the Governing Body is determined by Government legislation to be representative of the local community including the Church with foundation governors, local authority appointed members, and others elected by, and representative of, the parents, the staff and community. The school conducts the election of parent and staff governors and on these occasions it is made clear that all staff and parents have an equal opportunity to stand for election.

All governors are eligible to hold posts of responsibility (e.g. Chair of Governors) and annual elections are held for these posts. The governing body meetings are arranged and timed to enable full participation by representatives of all members of the community.

Partnerships with the local communities

All parents/guardians shall have equal opportunities to, and are encouraged to, become involved in the life of the school either during the school day or as part of our school PTFA, the Parents' Forum, regular meetings held for new parents as well as the AGM at which all parents have equal opportunity to stand for election to one of the offices.

As appropriate we draw upon and involve the experience and expertise of the parents and community in the life of the school, and welcome parents and guardians from all backgrounds and abilities.

As far as practicable and appropriate we may provide information for specific parents in a format alternative to that normally used to take into account their specific needs and thereby enable them to access the information.

The school has a Lettings policy that enables individuals or groups within the community to hire the school premises for after school functions. No group shall be discriminated against unlawfully in relation to lettings.

We promote equal opportunities for all parents to meet staff formally and informally. At the beginning for brief sharing of information and end of the school day, staff are available for informal meetings with parents. Formal opportunities are provided each term after school.

As circumstances do not always make it possible for parents to attend on these occasions, teachers are always willing to arrange to meet parents at other times if necessary. In addition, duplicate copies of newsletters are willingly provided for parents living separately if this is requested.

Parents and members of the community are welcomed to help voluntarily in the school, working directly with pupils on reading, craftwork, cooking, and helping with school trips etc. Offers of help

are welcomed provided that the parents have, or can be taught, the skills that the task requires and have a DBS check. We may also directly approach parents and members of the community to come into school and share an aspect of their life with the children. Indeed, on occasion they may be deliberately chosen because of their religion, race or disability or other reason. For example, members sharing their experience of their culture or faith to enhance children's awareness of diversity; or disabled athletes demonstrating how individuals can overcome disability and achieve success.

Annual Reporting

Improvement objectives are contained within the School Improvement Plan and will be reviewed as the SIP is reviewed (on an annual basis).

A full review of the whole policy will be carried out every two years.

The school's Governing Body is the main vehicle for ensuring that this is the case.

As with all school policies, the impact of them must be monitored closely to ensure that they are effective in reaching their aims, and to ensure that resources are used effectively.

Appendix

Definitions

Equality This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive Making sure everyone can participate, whatever their background or circumstances.

Diversity Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From the school's perspective, the term "community" has a number of meanings:

The school community - the students we serve, their families and the school's staff.

The community within which the school is located - in its geographical community, and the people who live and/or work in that area.

The community of Britain - all schools by definition are part of it.

The global community - formed by European and international links.

Gender Dysphoria *Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.*

Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be

This policy was adopted by the Standards & Curriculum Committee in the Summer Term 2018 and is due to be reviewed in the Summer Term 2019.