



Equality and Inclusion

Welcoming and serving all
Through
Discovery, enjoyment and nurture

Reviewed every 3 years
Last review: Sept 2018
Next review Spring 2021

Introduction

Miserden C.E. Primary school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As a community of faith, Miserden C.E. Primary School should, reflects the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

In our school our Christian vision shapes all we do –

Welcoming and serving all
Through
Discovery, enjoyment and nurture

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

Miserden C of E Primary School Equality Plan

Introduction

This policy statement outlines the commitment of the staff and governors of Miserden C of E School to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Non-teaching staff
- Parents
- Governors
- Visitors to the school
- Students

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

Every individual has a right to justice and equality of opportunity throughout their lives, and at Miserden C of E Primary School we endeavour to raise the awareness of this fact in the day to day life of the school.

There is a need to demonstrate that there is a strong belief within the school that society is strengthened and enriched by pluralism of background, cultures, language, religion and perspective and has been throughout the centuries.

We recognise that at Miserden C of E Primary School we do not have a rich culturally diverse environment, so are very aware that opportunities must be provided for pupils to have experience of this diversity.

Fundamental to our core Christian Value of **justice**, is our belief that all people are equal, and should thus have equal rights and opportunities.

At Miserden C of E Primary School, we are fully committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We strive to provide an inclusive education and foster a culture where diversity is celebrated so that all those connected to the school feel proud of their personal identity and able to participate fully in the life of our school. This policy should be read in conjunction with our school policies on **SEND, behaviour and anti-bullying, safeguarding and child protection policies**. Through all our school policies, we will put our core Christian values into action and ensure that equal opportunity is at the heart of our practice and in line with our school's Christian foundation.

Pupil achievement will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching and school development priorities are set. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Miserden C of E Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

Planning

- Extensive planning and careful differentiation of work throughout the school, ensures equality of opportunity for all pupils.
- Use contextual data to improve the ways in which we provide support to all individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will only be considered when every other option has been thoroughly explored and will always be in-line with the school's **Behaviour and anti-bullying Policy**. We consider that exclusions should only be considered as the last possible resort.

3. 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.

We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

In establishing this policy the staff and governors of Miserden C of E Primary School has taken into account the Government guidelines for Equal Opportunities. There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006). The Guidance to the Equality Act 2010 is referred throughout this policy which is non statutory advice from the DfE.

4a. Race Equality

At Miserden C of E Primary School each individual is valued and respected for who they are irrespective of creed, culture, race or ethnic origin. We aim to celebrate Britain's ethnic, cultural, religious, linguistic and social diversity in all aspects of school life.

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

In line with the equality act 2010, we will extend the reasonable adjustment duty to provide additional aids and services for any disabled pupils where these are not being provided for through SEND provision.

4c. Gender Equality

We recognise that a child's self perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any gender bias and promoting equality of opportunity.

At the same time we are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, peer group and the media.

Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum, including extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.
- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias
- Teacher time, attention and all resources are given equally to boys and girls
- All children are encouraged to work and play freely with others of both sexes
- Opportunities are given for children to work with teaching and non-teaching staff of both sexes

Teaching and other groupings, such as dinner queues, seating for services, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship unless it has been found that certain gender groups work more effectively together. If this is the case it will be monitored closely by the class teacher and Headteacher.

Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

Discipline procedures – notably rewards and sanctions – are the same for both sexes. See Behaviour Policy.

Our school uniform policy reflects equality of opportunity for all children.

Children and all staff are encouraged to value each other and build up and maintain co-operative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

Any differences involving gender which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

Practices and approaches involving equal opportunity in terms of gender issues are regularly reviewed by all members of staff.

4d. Religion

As an aided Church of England school, we have certain additional freedoms (eg admissions) which are tempered by the need to ensure that any pupil who does not share the beliefs of the school is not discriminated against.

4e. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

At Miserden C of E Primary School each pupil, parent or carer, is valued and respected irrespective of sexual orientation.

Gender reassignment

This is a sensitive issue and advice would be sought specifically from transgender organisations in the event that this should be an issue during the primary phase in order to manage the situation appropriately.

4f. Victimisation

At Miserden C of E Primary School no child will be victimised for anything concerning their parents or siblings.

5. Consultation and involvement

To ensure that the school fulfills its duty to be equally accessible to all we review our practices through the following ways:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on EHCPs or My Plans, mentoring and support;
- Regular monitoring of the Red Book where any incidents are recorded.
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the head teacher

- It is the head teacher's role to implement the school's Equality Plan and they are supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

- The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. All incidents are recorded for future monitoring.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher. These are recorded in the Red Book.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

It is the duty of this school to challenge all types of discriminatory behaviour. e.g. unwanted attentions (verbal or physical) unwelcome or offensive remarks or suggestions about another person's appearance or character. The school has a clear, agreed procedure for dealing with incidents such as these. See Behaviour and Anti-Bullying Policy.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

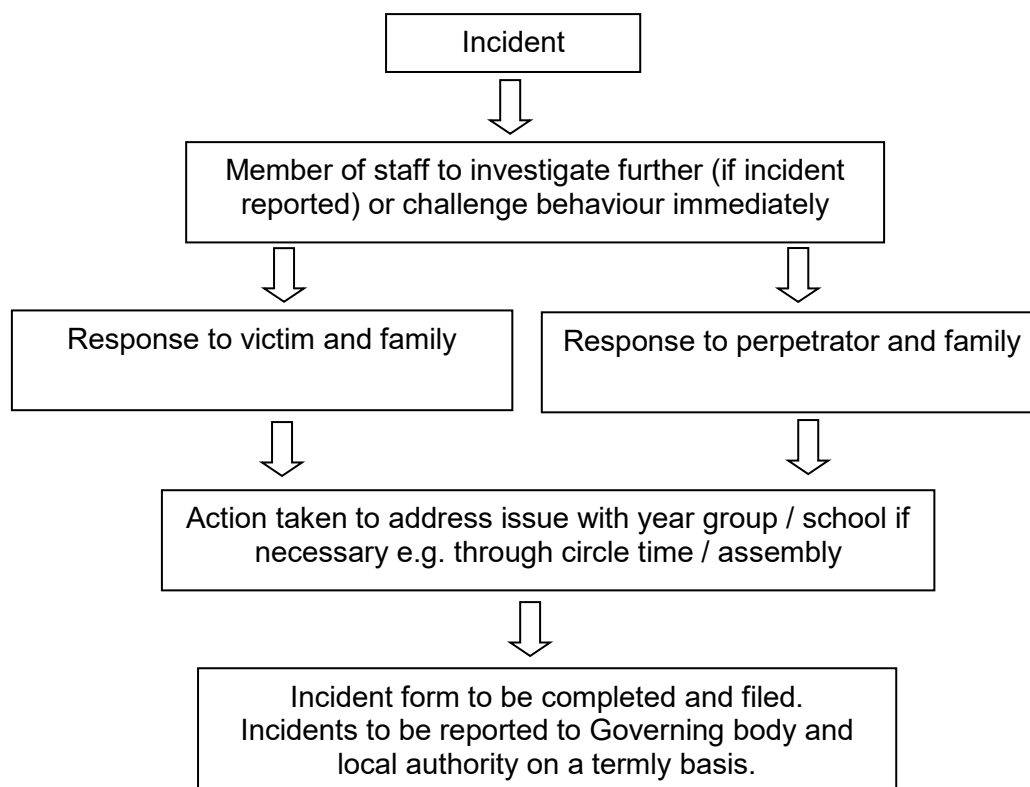
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:



8. Review of progress and impact

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

CHECKLIST for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

