



Clarendon Primary School, Nursery and Family Centre

Equality Policy

Introduction

The duty to promote equality, as defined within the Equality Act (2010), covers race, disability, gender, age, religion or belief and sexual orientation along with pregnancy or maternity and gender reassignment. The equality act describes these as 'protected characteristics' and requires all schools, when carrying out their functions, to have due regard to:

- Promoting equality of opportunity
- Eliminating unlawful discrimination
- Eliminating harassment and victimisation
- Promoting good relations and positive attitudes between people of diverse backgrounds
- Encouraging disabled people's participation in public life
- Taking steps to take into account people's disabilities, even where that involves more favourable treatment

This policy aims to demonstrate our commitment to tackling discrimination and promoting equality of opportunity for all irrespective of any special educational need or disability, sex, race, religion or belief, sexual orientation or gender reassignment.

School and Nursery Context

Clarendon Primary School and Nursery is situated in the centre of Ashford and caters for 210 school aged children aged 4 to 11 and up to 50 Nursery aged children aged 2 to 4, who either attend for 15 or 30 hours a week.

There is a Family Centre working from the site, which works with families with children aged 0-11 from across the Spelthorne community. Clarendon Primary School also works in close partnership with 4 other local schools in the Spelthorne area.

From the latest School Census information (Spring 2021) there were 254 pupils on roll. (Nursery to year 6)

- 40 children were on the SEND Register
- 133 were from ethnic minority groups
- 67 were identified as having English as an additional language (EAL)
- 68 were receiving pupil premium funding
- School attendance was consistently high at over 96
- School mobility was very stable at 97%

The school serves a mixed socio economic community; however in recent years there has been an increase in the number of children who are eligible to Free School Meals.

The School and Nursery works hard to promote an inclusive environment where everyone works together and learns; feels valued and supported; where there are consistently high expectations of all and where everyone feels a genuine sense of achievement and success.

The school employs a range of additional staff, including a designated welfare assistant and Emotional Literacy Support Assistants to help support the social, emotional, medical and academic needs of all children. We actively promote the equality of opportunity and inclusion of all through the use of a range of classroom strategies and resources, targeted interventions and partnership working with a range of supporting agencies such as the school nurse, the Educational Psychologist, Primary Mental Health Worker, Child and Adolescent Mental Health Service (CAMHS), the Specialist Teachers for Inclusive Practice (STIPS team) and local authority social workers.

Whilst the school is a 1930's two storey building, the ground floor is completely wheelchair accessible.

Aims & Values

Clarendon Primary School's aim to provide equality and excellence for all, in order to promote the highest possible standards, permeates every aspect of school life. A belief reinforced in our agreed school motto, 'doing our best to achieve our best'.

As a result we continuously strive to:

- Ensure that **everyone** is treated with respect and dignity
- Ensure equality of education and opportunity for all staff, children and people receiving services from the school
- Eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation
- Actively promote equality and foster positive attitudes and a commitment to educating children on the importance of equality
- Promote diversity as a strength, which should be respected and celebrated by all those who learn, teach and visit Clarendon
- Identify and remove any barriers experienced by children in any aspect of school life
- Have high ambitions and expectations of all our children, regardless of their individual needs or circumstances
- Set suitable learning challenges for all children, respond to their diverse needs, overcome potential barriers to learning through ongoing assessment, (of individuals and groups of children) and provide relevant and timely support to ensure everyone is able to achieve, feel valued and develop a sense of self-worth
- Provide all children with a firm foundation which will enable them to fulfil their potential, regardless of any special educational need or disability, sex, race, disability, religion or belief, sexual orientation or gender reassignment

This will be done by:

- Monitoring the achievement of all children and using this data to help raise standards in education and ensuring inclusive teaching remains integral to the day to day work of the school
- Providing a progressive curriculum that promotes and develops the social, emotional, physical, mental and academic achievement of all children
- Through whole school and classroom based activities, promoting mutual respect and value relating to our similarities and differences (i.e. we are all unique and have different strengths and qualities, which is what makes the world an interesting and diverse place to live)
- Treating all those within the school community, (children, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Through our values and by creating and maintaining a school ethos which promotes equality; respects the rights of all; develops understanding and values difference and challenges myths, stereotypes, misconceptions and prejudices
- Facing equality issues openly and honestly and supporting all children to reflect on their own behaviour and take responsibility for their own actions; this is supported through the delivery of a consistent behaviour policy
- Having high and consistent expectations of everyone who works and is involved with the school community
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do

Overall Approach to Promoting Equality, Diversity & Teaching Discrimination

This equality policy informs other specific policies and action plans that the school produces. These include the School Development Plan, Equality Scheme and the separate Disability Accessibility Plan. It also outlines the roles and responsibilities of everyone who is involved and

connected with the school so they know and are clear about what is expected of them. At Clarendon we believe that promoting equality and raising the achievement of pupils is the responsibility of the whole school as well as its wider community.

This equality policy is also included in our induction arrangements for all staff new to the school and shared with volunteers, (alongside our documents such as our safeguarding and behaviour policies) during their initial induction meeting.

Roles & Responsibility

The Governing Body is responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed through regular monitoring and review
- Promote training, awareness and understanding within the Governing Body
- Ensure the needs of those identified with protected characteristics are safe-guarded when implementing change

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information for staff about the policy
- Providing training on the policy, as necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Reporting to governors on equality including on the school population, key initiatives and progress against targets and future plans
- Co-ordinating work on promoting equality of opportunity and tackling discrimination.
- Planning for the needs of those identified with protected characteristics, (current and future) when implementing change and supporting the work of the SENCO and class teachers in the identification of those children, parents/carers covered by this policy
- Ensuring equal access and appropriate provision is made, to enable the recruitment and retention of staff with “protected characteristics”
- Taking appropriate action in cases of breaches of the Policy. This includes recording and taking action on all reports of harassment and discrimination

All school staff are responsible for:

- Modelling good practice and following school policies and procedures
- Dealing with discriminatory incidents and reporting these to the Headteacher
- Being able to recognise and tackle bias and stereotyping
- Promoting equality, good race relations and avoiding discrimination against anyone
- Keeping up to date with the law on discrimination
- Signing the Home/School Agreement
- Taking training and learning opportunities
- Plan for the inclusion of all children in all activities both inside and outside the classroom
- Plan for the needs of all children, including those identified with protected characteristics (current and future)
- Inform the Headteacher if they should be identified as having a disability, as defined by the Disability Discrimination Act (2010)

Children are responsible for:

- Promoting equality and diversity in school
- Contributing to policy development and review of policies including those associated with behaviour and anti-bullying
- Being involved in developing and following school and class rules that challenge discriminatory behaviour
- Treating all staff and other children with respect and dignity
- Reporting all incidents of discrimination, including racist incidents, to staff in school

Parents/Carers are responsible for:

- Promoting equality and diversity for example, by signing the Home/School Agreement with their children
- Informing the school of the needs of their child/ren and how they can be met
- Informing the school of their needs, (access and communication within the school) and how these can be met
- Discussing issues with their child's class teacher through the parent / teacher consultations and arranged meetings
- Contributing to policy development, through the parents' forum, as well as policy review of policies including those associated with behaviour and anti-bullying
- Treating all members of the school with respect and dignity
- Reporting all incidents of discrimination / less favourable treatment to a member of school staff

Visitors and Contractors are responsible for:

- Knowing and following our Equality Policy
- Informing the school of their needs (access and communication within the school) and how they can be met
- Treating all members of the school community with respect and dignity
- Reporting all incidents of discrimination/less favourable treatment

The responsibility for overseeing Equality Practices lies with the Headteacher, Deputy Headteacher and SENCO as well as the Chair of Governors.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment, (including racist and homophobic incidents)
- 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.) and other specific outcomes
- Monitoring exclusions

Monitoring, Reviewing & Assessing Impact

The purpose of monitoring this policy is to help us see what progress we are making towards our equality aims and objectives and identify what we can do to improve our provision further. Whilst a range of information will be used to formally review and republish this policy at least every 3 years; its impact will be regularly monitored and reviewed by staff and governors to ensure that it:

- Is effective in eliminating discrimination
- Supports the ongoing improvement in pupil attainment and emotional well-being
- Promotes access and participation in learning and all aspects of school life
- Promotes equality and good relations between different groups of learners
- Does not disadvantage particular sections of the school community
- Its general equality principles apply to all other school policies
- Informs the identification of future training needs and future development of whole school practice and provision

Information used to do this will include:

- Discussions with pupils
- Analysis of performance data
- Review of lesson observations and learning walks
- Review of behaviour, exclusions, racial and other recordable incidents
- Analysis of pupil, parent and staff questionnaires
- Review of inclusive practices; the school's curriculum; learning and teaching strategies and the provision provided for pupils with special educational needs and/or disability
- Review and analysis of school and individual pupil attendance

Any pattern of inequality found as a result of ongoing review and monitoring will be used to inform future planning and decision-making as well as to ensure the school and its policies fully comply with the Equalities Act 2010 and all other equality legislation.

Please note, any incidents of racism and homophobia are separately recorded and an annual report made to governors and the local authority.

Breach of the policy

At Clarendon Primary School and Nursery we will ensure that all governors, staff, pupils and parents are fully aware of the content of our equality policy as well as their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the principles set out in the document and related policies. All persons covered by the policy will be aware of their responsibility to report any action that constitutes or could be deemed to constitute a breach of this policy, in the first instance, to the Headteacher or Deputy Headteacher. It will then be for them, in consultation with other relevant professionals, to decide on an appropriate response to take against any breach. This may include one of the following actions:

- Identified actions in line with the schools behaviour and anti-bullying policy
- Informal interviews with members of the school's leadership team
- Formal or informal warnings
- Home / school meetings / liaison
- Involvement of the governing body
- Fixed term or permanent exclusion

Publication

This Policy will be available to staff, parents and other stakeholders either on request at the school office or via the school website.

Policies & documents this policy is directly linked with:

Whilst the principles of this policy underpin our whole school ethos and delivery of every school policy, it should be read in consultation with the following policies and school documentation:

- Equality Scheme
- Disability Accessibility Plan
- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Sex & Relationship Education Policy
- Health and Relationships Education Policy (Previously known as the PSHE Policy)
- Teaching and Learning Policy

Date approved by staff:	Summer term 2021
Date approved by the governing body:	Spring term 2021
Date to be reviewed:	Summer term 2024