

## Equality Policy

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimization on the grounds of specific characteristics (referred to as protected characteristics.) This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

### **The Public Sector Equality Duty or "general duty"**

This requires all public organisations, including schools to

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

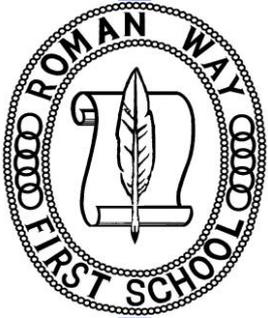
### **Two "specific duties"**

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6<sup>th</sup> 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6<sup>th</sup> 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

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## Gender Equality

### Legislative Context

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

### Social Context

We understand that despite thirty years of individual legal rights to gender equality there is still widespread discrimination and persistent gender inequality. Both genders suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

### School Context

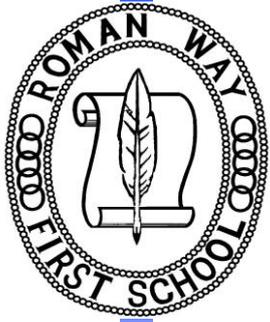
#### School Mission Statement or Key Values

To be an outstanding school where pupils all achieve at the highest levels academically, personally, socially and behaviourally.

This means that the school will deliver a creative and innovative high quality curriculum to all through quality first teaching.

Our Motto is - 'Only My Best Will Do'

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## The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. Roman Way First School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

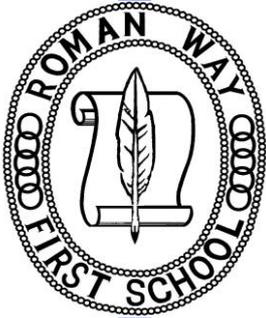
By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

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Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function.

The greater the relevance of a function to gender equality, the greater regard we will pay to it.

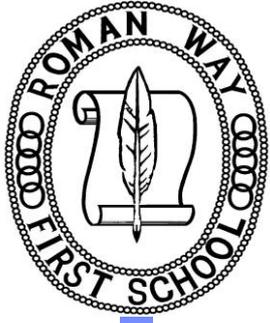
### **The Specific Duties**

We welcome the responsibility to think and act more strategically about gender equality. To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we have prepared, published and implemented, and will maintain, a Gender Equality Action Plan which contains our current objectives. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Review and revise the Policy and Action Plan at least every three years

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We will:

- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy and Action Plan at least every three years

#### Responsibilities:

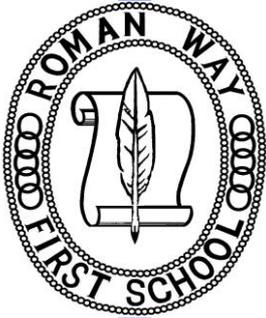
All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy and Action Plan. In addition:

**The school governors** are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

**The Headteacher works with the Leadership Group** to ensure that -

- The Policy and Action Plan are implemented
- Staff recruitment, training opportunities and conditions promote gender equality
- All staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- Existing and planned policies are assessed for the ways in which they impact on gender equality
- Curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management,
- School journeys and extended school activities take account of the need to promote gender equality.
- Incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- Visitors to the school, or those who use the premises, are aware of the Gender Equality policy and action plan

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**All staff** have a responsibility to deal with incidents of sexual harassment or bullying.

They have a responsibility to help eliminate unlawful discrimination by preparing and/or delivering a relevant curriculum using appropriate learning and teaching methods.

Through behaviour management, work with parents and extended school activities they have a responsibility to take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

**Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

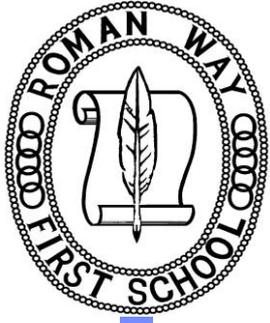
These and other responsibilities are outlined in detail in our Gender Equality Action Plan which is attached to and forms part of this policy.

We believe that, even having the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

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We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

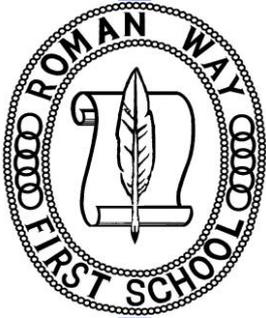
We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

#### **Breaches of the Gender Equality Policy:**

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

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## Race Equality

This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

### 1. What kind of school are we?

We as a school believe all the pupils and adults involved in school should be treated with respect and without discrimination.

**Our vision is -**

To be an outstanding school where pupils all achieve at the highest levels academically, personally, socially and behaviourally.

This also means that the school will deliver a creative and innovative high quality curriculum to all through quality first teaching.

**Our motto is -**

**'Only My Best Will Do'**

### 2. Aims of the Race Equality Policy

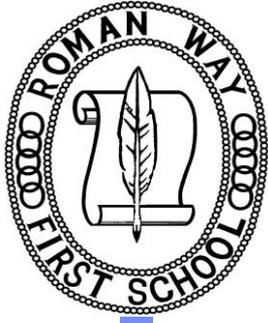
Our Race Equality policy builds upon the Mission Statement, core Values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race Equality and good race relations in all that we do. This policy will be an integral part of our school life.

### 3. Leadership, Management and Governance

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination. The governors expect all staff, pupils and parents to support us in this work. The school will monitor carefully the implementation of this policy and its related procedures and strategies in order to ensure that social equality is actively promoted.

The school will ensure that all its current policies are assessed for their impact on different racial groups. The governors will develop their knowledge and understanding of race equality.

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It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The Headteacher is the member of the leadership team with designated responsibility for race equality. Responsibilities will include the monitoring and reporting of racist incidents to the governing body and the LA.

The Governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

#### 4. **How the school will fulfil its commitment to race equality**

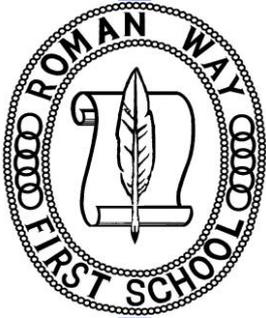
##### **Ethos -**

The school will fulfil its commitment to race equality by valuing diversity and by actively promoting good inter-personal and community relationships.

The school will fulfil its commitment to race equality by promoting an atmosphere of mutual respect and trust among all members of the school community.

The school will fulfil its commitment to race equality by ensuring that all staff, pupils and parents are treated with respect and dignity.

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### **Racism/racial harassment -**

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LA.

### **Curriculum/teaching and learning -**

The school will fulfil its commitment to race equality by ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity.

The school will fulfil its commitment to race equality by ensuring access to the curriculum for all pupils to meet their individual needs.

The school will fulfil its commitment to race equality by ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes. For example; challenged a visitor who made fun of traditional clothing in assembly. Not appropriate.

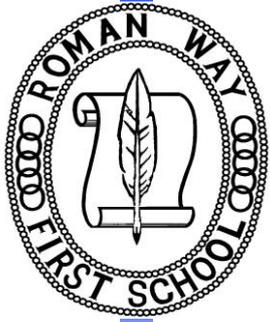
The school will fulfil its commitment to race equality by creating learning environments where all pupils can contribute fully and feel valued.

The school will fulfil its commitment to race equality by ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity through displays and updating resources.

### **Achievement/attainment/assessment/progress**

The school will fulfil its commitment to race equality by having procedures to monitor attainment and achievement by racial group, , in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils.

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### **Attendance**

The school will fulfil its commitments to race equality by monitoring pupil attendance by racial group and by using the data to develop strategies to address poor attendance.

### **Behaviour/discipline/exclusion**

The school will fulfil its commitment to race equality by monitoring pupil behaviour and exclusions by racial group and by using the data to ensure that procedures are applied fairly and equitably to all pupils.

### **Staff recruitment and career development**

The school will fulfil its commitment to race equality by monitoring and evaluating employment practices and by reporting to the LA to allow it to fulfil its specific duty under the Act.

### **Community/parental consultation**

The school will fulfil its commitment to race equality by working in partnership with parents and the community to develop positive attitudes to racial diversity.

### **Membership of the governing body**

The school will fulfil its commitment to race equality by striving to ensure that membership of the governing body reflects the community it serves.

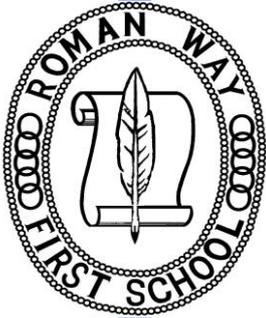
### **Professional development of all staff**

The school will fulfil its commitment to race equality by ensuring equality of access to professional development and training for all staff. This will be monitored by racial group and reported, as appropriate.

## **5. Implementation**

This policy will be implemented as part of the schools development of cultural diversity. Developing pupils understanding of racial equality and equality generally is embedded in all training and teaching. Curriculum plans will be reviewed regularly and updated where necessary to reflect the school's policy.

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## DISABILITY EQUALITY SCHEME/PLA

### Vision and Values

Roman Way First School is committed to ensuring that all disabled pupils, staff and parents participate and achieve in every aspect of school life.

The school:

- Sets suitable learning challenges
- Responds to pupils, parents/carers and staff's diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils
- Makes all pupils, staff and parents, carers feel welcome irrespective of race, colour, creed or impairment.

### Information/Data

22.5% of the school's pupil population has a recognised special need; either learning, behavioural, emotional or physical.

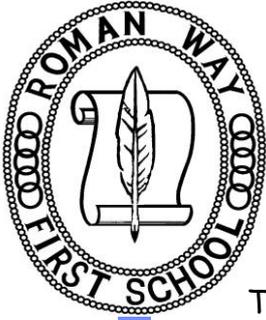
A percentage of the SEN pupils also have a disability. There are also pupils with a disability who do not have a special need.

The school also caters for members of staff with a disability as well as several parents.

### Provisions the school makes in the short term for pupils

Reasonable adjustments are made to adapt the curriculum so that all pupils can access it at their level.

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This is through:

- differentiation in task/expectation of outcome
- equipment i.e.: specialist pencils, enlarged print etc.
- provision of teaching assistants
- provision of learning, behaviour, emotional, speech and language support
- to allow for monitoring of blood pressure levels etc in school day

Potential Barriers to equality	Provisions/Plans to address
Lack of knowledge of parents/carers disabilities	Open door policy Approachable attitude so that parents feel able to disclose to the school so that the school can make provision

#### For Staff

- Adaptation to planning i.e.: staff who cannot walk distances to be able to meet groups by driving.
- To ensure medical appointments are able to be attended without problem
- To access Children Centre facilities for disabled toilets in the short term.

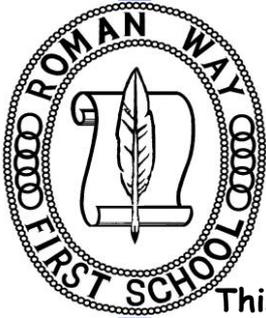
#### For Parents/Carers

- Disabled parking pass/spaces
- Access to deaf interpreters for Parents' Evenings etc.
- Provision of Braille information where necessary.

#### Long Term Plans

- When finance allows to look into staff toilet facilities to add disabled facilities
- As above to adapt an area for child friendly disabled toilet

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This Disability Equality Policy has 'Every Child Matters' 'Excellence and Enjoyment', the school's 'Healthy School' and 'Eco Schools' ethos and the school's Vision Statement and Motto at its heart.

### Vision Statement

Our school's Vision Statement is:-

To be an outstanding school where pupils all achieve at the highest levels academically, personally, socially and behaviourally.

This also means that the school will deliver a creative and innovative high quality curriculum to all through quality first teaching.

**Motto - 'Only My Best Will Do'**

This mission applies to all children including those defined as 'disabled'. The definition of 'disabled' from the Disability Discrimination Act is:-

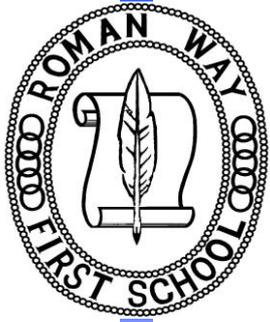
Disabled children and adults are those who have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### The Aims of the Policy

This policy's aim is to provide a structure to:-

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- to take steps to meet disabled people's needs, even if this requires more favourable treatment.

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This policy explains how the school meets these responsibilities and includes an Action Plan to make further improvements in future. At present this policy works alongside the school's Accessibility Plan.

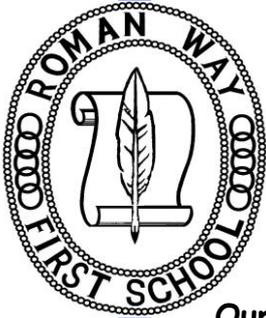
Through our school ethos, our Headteacher's vision, enhanced by our Personal, Social and Health Education curriculum including the SEAL project, we foster the recognition that individuals have different strengths and weaknesses. All are equal members of our school community with valuable assets to contribute, who deserve respect and nurture.

Regular awareness of the definition of disability takes place with pupils, staff, parents/carers and other school users. This Policy is available in paper format for the whole school community, and on the school website.

### Our School Ethos

Roman Way First School is a happy, secure, friendly and welcoming school in which all staff and pupils are positive, caring and optimistic - and they smile! The staff, governors and pupils alike enjoy what they do and do it very well. Our school community has high expectations, both in terms of achievement and behaviour, and everyone is expected to do their best and to use their special gifts and talents, at their own particular level. At Roman Way First School all members of the school community and the contributions they make to the school are greatly valued. Courtesy and politeness are expected at all times, and people are always acknowledged and thanked for what they do. 'Care', 'tolerance', 'trust' and 'respect' are very important to us.

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**Our School's Vision is to achieve:**

'Excellence in teaching and learning, achieved through an enjoyable and professional whole community team effort following clearly defined goals, which recognises and values the uniqueness and achievement of every child, and respects the dignity of all.'

**Recruitment, development and retention of disabled employees:**

Roman Way First School follows Worcestershire County Council's recruitment procedures.

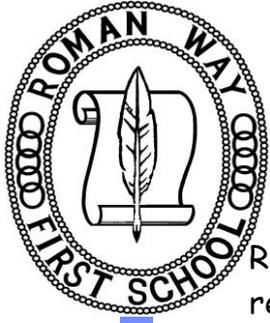
The school is aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff.

Governors will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary. The headteacher will hold a confidential register of all school users with disabilities.

The school's list of children with special educational needs records the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties. Short term planning indicates those children with particular needs and the type of teaching method to be employed.

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Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day or phased returns after absence.

The school's pupil tracking system monitors the attainment of all children and individual targets are set in response. The SENCO, who is the Headteacher, and staff, review the progress of those children with special needs and Provision Maps, Pupil Development Plans or Pastoral Support Plans are drawn up in consultation with parent or carer and outside agencies if appropriate.

The emotional care of all pupils is a high priority in school and developed through classroom circle time, our PSHE curriculum and the SEAL project. These PSHE sessions allow children to communicate any concerns and interventions to deal with issues such as self-esteem; anger management and conflict resolution are available.

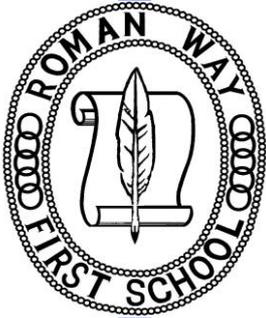
Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe.

The school promotes and monitors access for children with disabilities on all schools visits. Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are represented in positions of responsibility like the School Council and the Co Action Team.

Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to Middle school and other establishments.

Reasonable adjustments are made to which year group may attend a certain activity. Parents can request staff support in finding links to other families who may be involved in clubs outside school that would benefit pupils with disabilities.

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### **Information on other disabled people using our services:**

This policy will be published on the school website after discussion with staff and governors. In order to identify disabled users, disclosure is required in order that any reasonable adjustments can be made. Our Disability Equality Scheme forms part of our induction for new parents and staff. All users are reassured of complete confidentiality. Details of disabled users will only be shared on a 'need to know' basis.

### **Review:**

This Policy and associated action plan are reviewed annually in accordance with the programme for policy review.

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## PROCEDURES TO PROTECT VULNERABLE PUPILS

### **Safer Workforce**

All staff are recruited in line with the safer recruitment guidance as stated in the schools safer recruitment statement and the safeguarding policy. All staff are fully aware of safeguarding procedures.

### **Children with disabilities**

No child is discriminated against in line with the school disability equality policy. Provision is differentiated or altered to accommodate the needs of all children. The school has an accessibility plan and disability equality plan to ensure that school facilities and provision are continually reviewed to ensure children are continually reviewed to ensure children with disabilities have the highest level of provision. The school liaises closely with specialist services through termly meetings with all support services. The school also has links with a special school who deliver programmes for children with physical difficulties.

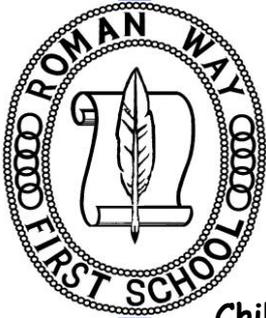
### **Children who may be at risk of significant harm**

All staff are fully aware of child protection procedures. All absentees are telephone on the same day. If no response is received and the child is deemed to be potentially at risk the school would call the community support officers to do a safe and well check at the home.

The school works closely with all agencies to protect children i.e. Social Workers, Family Support Workers, CAHMS team, School Nurse, Learning Support, Behaviour Support, Education Psychology, etc.

The school has two members of staff trained to lead CAF assessments and reviews.

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### **Children in need of support**

The school has a close working relationship with all of the agencies above who can be called on for support.

In addition to outside agencies the school has a wide network of teaching assistants who can be deployed to give general support or more specific in the cases of speech and language and behaviour support.

Programmes of support are planned to suit specific individuals and groups.

### **Missing Children**

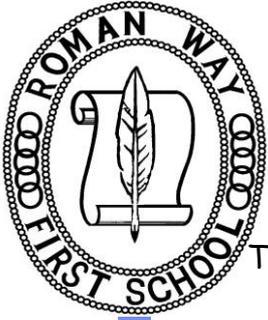
When a child is away from school the school operates a first day calling system. If the family proves not to be contactable within a couple of days the educational welfare officer is contacted to visit the house (other than where the child is deemed to be at serious risk of harm - see previous paragraphs).

If no contact is able to be made the welfare officer would follow the local authorities missing child procedures. The child will remain on the school's role for 6 weeks or until they are found to be registered elsewhere. The community support officers are always informed at the same time as the educational welfare officer.

### **Children with Challenging Behaviour**

When a child is struggling to behave appropriately the school has a wide range of strategies available.

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These are:

- Planned sticker/reward charts
- Involvement of the behaviour support team
- Involvement of the educational psychologist
- Access to the TAMHS team, school staff fully trained by TAMHS
- Access to the family support worker.

If the behaviour is so challenging that exclusion occurs a rigorous programme of re-integration is put in place. This involves part time education plans which gradually build up the time spent in school and access to a one to one teaching assistant trained in behaviour techniques. All of this is put into action under the umbrella of a CAF with the possibility of a statement being applied for.

Permanent exclusion would be the last resort.

### **School Visits**

The leader of each trip is trained to lead visits. Risk assessments are carried out each time. A first aider accompanies each trip and a high ratio of adults is always in place. This ratio is greater the younger the children. All visits are investigated by the staff before the children go. Staff leading visits always carry a mobile phone and emergency contact numbers as well.

## **ANTI HARRASSMENT**

### **STATEMENT OF INTENT**

If there are any incidences of harassment or bullying amongst staff the school follows Worcestershire's agreed policy and procedure and has adopted this as their policy.

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