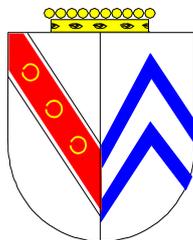


THE DAWNAY SCHOOL



EQUALITY POLICY

Compiled by:	Gail Hard
Approved by Governors:	Spring 2016
Review Date:	Spring 2020
Responsibility:	HT
Status:	Recommended

Introduction, Aims and Values

This policy sets out our commitment to promoting equality and eliminating discrimination and harassment.

The Dawnay values are

PRIDE

Positive attitudes to all learning

Respect of children, parents and the community

Independence of mind and spirit

Difference celebrated across the school

Excellence accomplished across the curriculum

As part of this, at The Dawnay School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their background, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy, age or disability.

This policy should be read in conjunction with all other school policies and the Single Equality Scheme, to which it is inextricably linked.

The policy will apply to all staff, Governors and pupils. Parents, visitors, contractors and any other persons connected to the school are also expected to comply with it (see page 6).

Legal Background

The Equality Act 2010 supports institutions in challenging discrimination against individuals because of their background, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy, age or disability.

The school will work actively to promote equality and foster positive attitudes.

We will do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone in our school community to gain a positive self image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Drawing on the diverse experiences and skills of all pupils, staff and the wider 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

Roles and Responsibilities

This policy links to other specific policies and schemes that the school produces including the School Improvement Plan, the Single Equality Scheme, the Child Protection Policy, the Behaviour Management Policy, the Anti-Bullying Policy and the SEN Policy.

The policy outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff, including Governors.

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed
- Ensuring that account is taken of the Equality Policy in other parts of its work, eg. The School Improvement Plan and general policy development
- Ensuring that appropriate action is taken in cases of harassment and discrimination as required

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 the policy and its procedures are followed
- Producing regular information for staff and Governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination
- Reporting discriminatory incidents to the GB (not statutory but good practice)

All our staff members (teaching and non-teaching) are responsible for:

- Dealing with discriminatory incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of their race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy, age or disability.
- Taking training and learning opportunities
- Helping pupils to understand and actively support the policy

Pupils should:

- Understand the main principles of the school's policy
- As appropriate, have a role in supporting, communicating and implementing this policy
- Have the confidence to report incidents of harassment to adults.

Parents and carers:

- Are expected to understand and support this policy
- Will share in the development of our Single Equality Scheme and be encouraged to participate fully in implementing it within the school, particularly by reinforcing the appropriate ethos at home
- Will be invited to comment on the policy and will be updated on progress.

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Headteacher and Deputy Headteacher)
- Dealing with and monitoring reports of inequality or prejudice (Headteacher and Deputy Headteacher)
- Monitoring the progress and attainment of vulnerable groups of pupils (Headteacher and Deputy Headteacher)
- Monitoring exclusions (Headteacher and Deputy Headteacher)

We will also work in partnership with others, for example, the Local Authority and its HR Department for personnel related issues.

Training

Introduction to this policy will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

All Governors will be made aware of the policy as part of induction arrangements, and other training as appropriate, to ensure familiarity with their responsibilities.

Following revision of the policy, changes will be communicated to all staff and Governors and “refresher” training will be arranged as necessary.

Staffing

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines. This also includes opportunities for professional development.

We will ensure that all staff (including Governors) involved in recruitment are aware of equality practices and that our procedures are fair, honest and open. We will monitor staff recruitment and career development with reference to equality.

The skills of all staff, including non-teaching staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff Handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and, as far as possible, reflect the diversity of the local and wider community.

Curriculum

The Dawnay School believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum.

The curriculum builds on pupils’ starting points and is differentiated to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are eligible for pupil premium
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate.

Teaching is responsive to pupils’ different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers challenge stereotypes and foster pupils’ critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of

pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Breach of the Policy

Anyone involved with the school should know that any language or behaviour, which is potentially damaging to any minority group, is always unacceptable. They should be aware of their responsibility to report any action which constitutes or could be deemed to constitute a breach of the policy – in the first instance to the Headteacher or the Assistant Headteachers. It will be for the Headteacher in consultation with other relevant staff or Governors to decide on appropriate response to any breach of the scheme depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Policy or similar)
- Involvement of Governors
- Fixed term or permanent exclusion

Any intentional infringement of the policy is treated as a serious matter. If the policy is breached by a member of staff action may be taken by the school against any member of staff, using the most appropriate procedures, where there is sufficient evidence to support it.

Individuals who believe that they have been unfairly discriminated against or harassed under the terms of the Policy may direct a complaint to the Headteacher in line with the school's Parental Complaints Policy or Staff Grievance Policy.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently and are in line with LA policies and guidance as well as our school policies. The starting point for dealing with allegations of harassment will be the procedure set out for dealing with bullying in our Anti-Bullying and Behaviour Management Policies.

All forms of harassment, including bullying, are recorded and dealt with in line with relevant school policies.

This section should be read in conjunction with the Whistleblowing Policy, which seeks to ensure that employees feel secure in raising concerns about malpractice, impropriety or any activity which may harm individuals or undermine the status of the school.

Making this Policy Available

We will make this policy and Single Equality Scheme widely available both within the school community and in the wider community so that all Governors, staff, pupils and parents are aware of it and its contents. We will do this by:

- Formally adopting the policy at a Governing body meeting and recording this in the minutes
- Distributing copies to all members of staff
- Discussing the policy with pupils and making sure they know what it means
- Having the policy, or appropriate summary, prominently on display at key locations in the school (notice board, staff room and in main school entrance).
- Publishing the policy on the school website
- Informing parents/carers of the policy and providing copies of it if required.

Monitoring, Assessing and Reviewing this Policy

A variety of information, including quantitative and qualitative data, will be used. The Equality Policy will be reviewed every three years, or more frequently if it is felt appropriate. The Single Equality Scheme will be reviewed annually. The Headteacher reports on the results of this assessment and monitoring on an ongoing basis in the Headteacher's reports and by presentations to the Governing Body to ensure that the school's commitment to promoting and managing equality and diversity is actively pursued.

This will include reports on:

- Data on pupil attainment, by gender, FSM, ethnicity and disability

- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including school trips and extra-curricular activities
- Punishment and rewards
- Classroom visits or observation of teaching and learning to include looking at equality issues
- Staff recruitment, training and career development
- Analysis of reported incidents of inequality or prejudice
- Ofsted reports on School's educational provision and standards
- Outcomes of consultation with parents/carers, pupils, Governors and the LA

We will use the results of these assessments to:

- Review and update our equality aims, targets and strategies
- Influence and guide planning, decision making and policy reviews