



## **COMPTON C of E PRIMARY SCHOOL**

### **EQUALITY POLICY**

Named person: Giles Phillips

Review: Annual review of the Policy, four yearly review of Equality Objectives

Date to be reviewed: Summer 2020 (Objectives Summer 2021)

This policy has been reviewed with regard to the work/life balance of staff.

Adopted and ratified at the Full Governors' meeting on: 9/07/19

# Equality Policy

This policy reflects the Equality Act 2010, and the Counter Terrorism and Security Act 2015 and supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

Through this policy Compton C of E Primary School will fulfil its public duty to have due regard to the Equality Act 2010 and the Counter Terrorism and Security Act 2015 aims:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations between people who share a protected characteristic and people who do not share it;
4. Promote fundamental British values;
5. Have due regard to prevent people from being drawn into terrorism.

The guiding principles in this policy refer to all individuals and therefore are equally applicable to students, staff, governors and visitors.

The Equality Duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

## **Equality, Community Cohesion and promoting fundamental British values at Compton C of E Primary School**

When we talk about community at Compton, we mean the following groups:

- Our school community

The students, parents, carers and families, our staff, governors and community users of our facilities and services.

- The community within which our school is located

This is our geographical community - Compton, Hartley, Manamead, Efford and the Eastern Locality - and the people who live or work in this area. This applies not just to the immediate neighbourhood but also to our city and recognising what is distinctive about Plymouth.....the sea, the moors, the docks, the Armed Forces etc.

- The UK community

All schools are by definition part of this community.

- The global community formed by international links.

## Introduction

At Compton we are fully committed to promoting equality, community cohesion and fundamental British values in line with recent Department for Education (DfE) recommendations, and the requirements of the Equalities Act 2010, to keep children safe and prepare them for life in modern Britain. We welcome the DfE's focus on strengthening the 'spiritual, moral, social and cultural (SMSC) standard' by actively promoting the:

*'fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.'*

Our vision recognises and celebrates diversity and welcomes the contributions which different groups and individuals make to our community. By promoting shared values and creative inquisitiveness, over lazy acceptance of doctrine and stereotypes, we aim to break down barriers and challenge children to think for themselves and begin to see their shared place in the world.

Our vision of a cohesive community is one where:

- There is a common vision and a sense of belonging for all communities.
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued.
- Those from different backgrounds have similar life opportunities.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Children are provided with the opportunity to experience, understand and celebrate diversity and we work towards eliminating all discrimination, on the grounds of race, sex, sexuality, gender reassignment, disability, age, religion and belief, pregnancy and maternity. We believe that all children, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times.

This policy aims to show how all stakeholders in Compton C of E Primary School will meet their duties as stated in the Equality Act, to promote community cohesion and fundamental British values.

We actively:

- Encourage the development of a strong sense of identity and individual liberty, not only as individuals within our immediate school community, but also as part of different community groups (locally, nationally and globally).
- Encourage positive and open attitudes towards diversity and begin to develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping.
- Support development of active citizens; citizens who will know their own rights and responsibilities as well as knowing and respecting those of others.

- Develop children who understand the British parliamentary system and what democracy is.
- Begin to develop children's understanding of British Law.
- Provide opportunities to positively interact and build relationships with people from a range of different backgrounds within their local community as well as within the wider society.
- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.

**Our contribution to equality, community cohesion and fundamental British values can be grouped under the following strands:**

- **Teaching, learning and curriculum** – to teach children to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation, responsible action and tolerance.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds, beliefs, cultures and faiths, and to build positive relations, including links with different schools and communities locally, across the country and internationally.

## **Teaching, learning and curriculum**

At Compton we have a sharp focus on maintaining high standards of learning and teaching which is embedded within a relevant and high quality curriculum. Opportunities for discussing issues of identity and diversity are evident across the curriculum. We will ensure that our children:

- Develop recognition of diversity across the school and within the wider community and take opportunities to celebrate and value difference as appropriate.
- Develop an understanding of the idea of shared values and what that means to us as individuals.
- Develop an understanding of the need to defend the human rights of all individuals.
- Participate, through their own choices, in all that the school and wider community has to offer. Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping.
- Have a greater understanding of community and diversity through enrichment activities and visits.
- Have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

## **Equity and excellence**

As stated in our aims, we at Compton believe in full inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child.

We will ensure that children and staff:

- Are treated fairly and equally and given equal opportunities in all that the school has to offer.
- Work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended school activities.

- Identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach.
- Work together to eliminate any variations of expectation for any groups or individuals.

## Engagement and Extracurricular Opportunities

Compton children take an active part within the community from local to global. We aim to progress this action further to the benefit of the children themselves as well as the wider community. We will therefore:

- Provide opportunities for our students and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members eg through sporting events, School Association events, musical performances.
- Sustain our existing links with other schools and different communities both locally as well as nationally and internationally and seek opportunities for branching out further.
- Provide signposting to the wide variety of extracurricular opportunities on offer in the school and elsewhere locally.
- Develop stronger links within local community organisations through, for example, work with the Plymouth Schools Sports Partnership.
- Provide opportunities for children, together with their families, to take part in activities and receive services which build stronger positive interaction.

## Who is responsible?

**The governors** are responsible for:

- Making sure the school complies with the relevant equality legislation;
- Making sure the school sets and publishes equality information and objectives;
- Making sure the school actively promotes British values.

**The Senior Leadership Team** is responsible for:

- Ensuring steps are taken to address the school's stated equality objectives;
- Ensuring that equality, access and community cohesion objectives are readily available and that the governors, staff, children, and their parents/carers know about them;
- Producing regular information for staff and governors about the objectives and how they are working.
- Ensuring all staff know their responsibilities and receive training and support.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to children, staff, parents/carers and visitors to the school.

**All staff** are responsible for:

- Promoting equality, community cohesion and fundamental British values in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups;
- Dealing with prejudice-related incidents;

- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

**Our parents/carers will:**

- Be given opportunities to become involved in the ongoing development of the policy.
- Have access to this policy via the school website (hard copies available on request).
- Be encouraged to actively support the policy.
- Be encouraged to attend any relevant meetings and activities related to the policy.
- Be informed of any prejudice driven incident which could directly affect their child.

**Our children will:**

- Have a voice in developing policies relating to this area. This may include the antibullying policy and specifically racist and homophobic bullying and developing school rules which challenge discriminatory behaviour.
- Be expected to act in accordance with the policy

## **Staff development**

All staff are provided with equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

## **How we conduct equality impact assessment, and monitor the policy**

As a school we carry out rigorous data tracking, monitoring and analysis of all students and their progress to ensure the appropriate progress is being made. This data is also analysed to track and monitor the progress and attainment of vulnerable groups. Through analysis by the Head Teacher, Senior Leadership Team, Team Leaders, Subject Leaders and Class Teachers we are aware of any groups or individuals who are not making at least expected progress. Interventions for these identified students is clearly detailed and tracked against outcomes.

To continue to embrace a diverse workforce through the analysis of the workforce census, equality data is captured on an annual basis from staff.

Welfare concerns in relation to this policy, including those in relation to Radicalisation and Extremism must be reported to the Designated Safeguarding Lead (DSL) in line with our Child Protection policy and we have a robust Staff Code of Conduct that underpins the aims of this policy.

## **How we chose our equality objectives**

Our equality objective setting process has involved gathering evidence from:

- Ofsted Inspection Data Summary Report.
- The monitoring and analysis of student progress and attainment.
- CPOMs data.
- Parent/Carer and Student surveys.

- Recruitment Equal Opportunities Monitoring Form.
- Attendance Data .

## Compton C of E Primary School Four-year equality objectives 2019-2023

	Objectives 2019 - 2023	Monitored by	Progress
1	Information is collected on race, disability and gender with regards to both children and staff eg pupil achievement, attendance, exclusions, staff training. The information is used to inform policies, plans and strategies, lessons, additional support, training and activities that the school provides.	SLT/Govs	
2	Visual displays are reflective of the diversity of our school community. Minority ethnic, disabled and both male and female role models are promoted positively in lessons, displays, discussions and school worship.	SLT/Christian Ethos Group/Govs	
3	The accessibility needs of all parent/carers, pupils and staff are considered in the publishing and sending out of information, in terms of the protected characteristics	SLT/Govs	
4	The addition of a 'Protected Characteristics' tab on CPOMS (that would be used in conjunction with the 'Racist Incident' tab to help school track frequency of incidents where prejudice is shown against protected characteristics and action can then be taken.	Safeguarding Team	