

South Farnham Educational Trust

The Raleigh School

Equality Policy

Reviewed March 2023

Next Review March 2024

Policy Introduction

This policy sets out South Farnham Educational Trust's approach to promoting equality, as defined within the Equality Act (2010).

The School Context

At The Raleigh School, the majority of pupils are from the local area, a minority are from a wider area. The wider community offers wide diversity - specifically ethnic, linguistic, and religious diversity. The school is therefore committed to actively seeking opportunities to ensure its pupils, in particular, embrace the wider community and 'global citizenship'.

Equality Aims and Values

South Farnham Educational Trust aims to provide equality and excellence for all in order to promote the highest possible standards across all schools within the Trust.

Commitment to equality and inclusion is central to each school's ethos and integral to the school's stated vision and aims:

Our Vision

To inspire independence, nurture a life-long love of learning, thus creating active and responsible citizens who achieve their full potential.

Our Aims: Children will...

- ✓ Develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives.
- ✓ Develop lively and enquiring minds through knowledge with understanding.
- ✓ Establish a command of the subjects contained in the National Curriculum.
- ✓ Value and understand religious and moral beliefs and develop a respect for the views of others.
- ✓ Understand something of the world in which we live in (in regard to our mutual dependence on others an individual, groups and nations).
- ✓ Appreciate human achievements and aspirations.
- ✓ Create a school of national acclaim.

The School's Approach to Promoting Equality

The school seeks to meet its equality duties with the objective of eliminating unlawful discrimination and harassment, promoting equality of opportunity, good relations, and positive attitudes between people of diverse backgrounds in all its activities.

This policy forms part of the school's Single Equality Scheme.

Through this scheme, the school seeks to ensure that no pupil, staff, parent, guardian, carer or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

This equality of treatment includes the protected characteristics identified within the Equality Act (2010) - sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. The school does not tolerate discriminatory or racist remarks or incidents. These will be dealt with and reported to the Governing Body.

(N/B Age is a protected characteristic within the Equality Act (2010), but not in relation to pupils of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age).

In addition, the school extends its equal opportunities provision to include the following characteristics - ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class, where a person lives or spent convictions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

Community Cohesion

The school is committed to the promotion of community cohesion, with a focus on the school as part of the local, national, and global community.

Actions and projects undertaken by the school to promote community cohesion aim to:

- create a wider exposure to different communities
- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity

Roles and Responsibilities

Local school governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

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 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 e.g. prejudice related incidents dealt with and reported to Governing Body

All school staff are responsible for:

- sharing the Equality Policy with all visitors and contractors
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- reporting racist incidents
- keeping up to date with the law on discrimination and taking training and learning opportunities
- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include developing school/class rules which challenge discriminatory behaviour

Pupils are responsible for:

- Upholding the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community share tackling inequality and achieving equality of opportunity for all.
- Understand how it relates to them, appropriate to age and ability

Parents/Carers are responsible for:

- supporting the school's policies and guidelines for behaviour
- knowing and following the Home School Agreement

Responsibility for overseeing equality practices in the school lies with named members of staff and governor. Their responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including prejudice related 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.)
- Monitoring suspensions and exclusions

Monitoring, Reviewing and Assessing Impact

The Single Equality Scheme will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality, and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making and linked to the School Development Plan as appropriate.

The Headteacher will report regularly to the Local School Governors on monitoring undertaken, the reports to include information on the school population, key initiatives and progress against targets and future plans.

Linked Policies

Whilst in general the principles of equality apply to all other school policies within the Trust, the following school policies refer more specifically to equal opportunities provision:

Behaviour (including anti-bullying)

Whistleblowing Policy

Accessibility Plan