

THE RALEIGH SCHOOL

Equality Policy

Summer 2015

Review Summer 2018

Policy Introduction

This policy sets out the Raleigh school's approach to promoting equality, as defined within the Equality Act (2010).

The School Context

The Raleigh school is a large, popular two form entry primary school set within an active community in West Horsley. The school is located in a semi-rural setting in a largely socially advantaged area. The majority of pupils are from the Ward of Clandon & Horsley, a minority are from a wider area.

The school is aware that both in its own composition and that of the local community, there is a lack of 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

The Raleigh school aims to provide equality and excellence for all in order to promote the highest possible standards.

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

Our Vision

Our vision is to inspire independence and nurture a life-long love of learning, creating pro-active and responsible citizens.

Our aims are underpinned by two drivers in order to develop

1. A lifelong love of learning.
2. Good citizenship.

Through excellent teaching we aim to provide our children with creative, challenging learning opportunities which:

- encourage them to have high expectations of their abilities
- promote determination to succeed and encourage risk taking
- enable them to become independent and active in their own learning
- develop tolerance of others
- develop collaborative opportunities and an awareness of others' needs

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. This includes the following documents, available separately:

- Information as to how the school has complied with the General Duty of the Equality Act, published annually
- Evidence of equality analysis undertaken, published annually
- Details of engagement undertaken, published annually
- Equality objectives, set and published every four years

Through this Single Equality 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

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. racist 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:
 - the anti-bullying policy
 - 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 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.)
- Monitoring 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 Governing Body 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, the following school policies refer more specifically to equal opportunities provision:

Equal Opportunities in Employment
 Behaviour (including anti-bullying)
 Whistleblowing Policy
 Disability Equality Scheme and Accessibility Plan

Any queries relating to the Single Equality Scheme should be addressed, in the first instance to the Headteacher.

Version	Date Adopted by Personnel Committee	Date adopted by FGB	Brief summary of change(s)
1.0			