

All Saints Church of England Primary School, Carshalton

Single Equality Policy

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To Staff - Summer 2012
To Governors - Summer 2012
Reviewed - Summer 2015
Next Review - Summer 2018

Mission Statement

‘All Saints School aims to provide a high standard of education within a Christian community where every person is valued as an individual.’

Working in partnership, staff, governors, parents and carers will:

- Through worship and by example and encouragement, promote Christian ideals;
- Inspire all pupils to develop enquiring, creative minds and a love of learning, so they may achieve their potential in all areas of their development;
- Provide a welcoming, secure and stimulating environment enabling all pupils to feel valued and safe;
- Encourage all pupils to show mutual respect and develop consideration for themselves, others and the environment as responsible global citizens;
- Motivate all pupils to have high but appropriate expectations of their own achievements and behaviour and support others in theirs;
- Work as a team to improve and manage the school effectively;

Aims

At All Saints, Carshalton, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At All Saints, Carshalton we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equality into policy and practice

As well as the specific actions set out below in the Single Equality Action Plan (Appendix 1) and Disability Access Action Plan (Appendix 2), the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and act upon these findings;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Discipline Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at All Saints, Carshalton

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staffing structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The role of parents and pupils

- Supporting the aims and policies of the school as detailed in the prospectus and Home School Agreement.

- Recognising and reporting unfair treatment or harassment

The role of visitors and contractors

- Knowing, and following the principles of our Single Equality Policy.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
 'any incident which is perceived to be racist by the victim or any other person'.

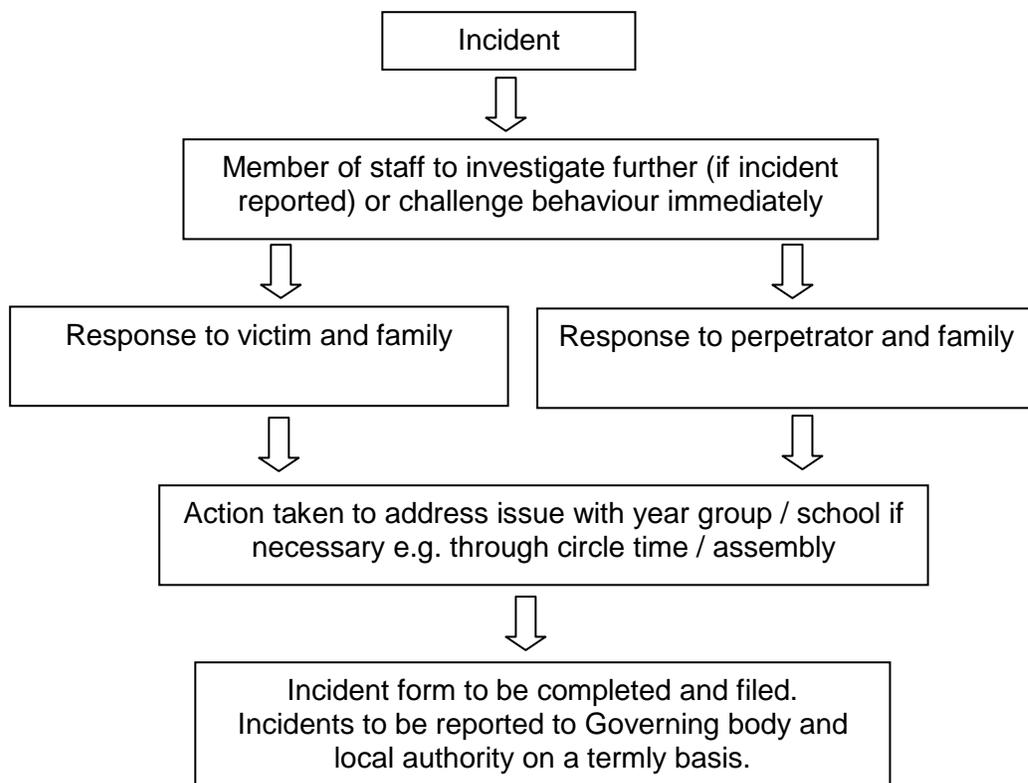
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Resources and materials

These will be of good quality and will:

- Promote all areas of equality
- Reflect “the reality of an ethnically, culturally and sexually diverse society”
- Reflect a variety of viewpoints
- Show positive images of males and females in society including people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic, ageist or other discriminatory materials.

Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

- We make regular assessments of pupils’ learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

- The headteacher and senior management team monitors all of these results annually at the end of the key stage and for each year group and they are reported to governors via the headteacher's report.
- Incidents of racial harassment or bullying are reported immediately to the headteacher who deals with and records them promptly, and reports race incidents to the LA.
- The staff recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

**Appendix 1 - Single Equalities Action Plan
2015 / 2019**

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timeframe?	Success Indicators?
Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Equality Plan was agreed by governing body April 2012	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
Monitor and analyse pupil achievement by race, gender, disability and Pupil Premium and act on any trends or patterns in the data that require additional support for pupils.	Achievement data is analysed by race, gender and disability	Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates progress of all equality groups
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history lesson plans	Ongoing	Notable increase in participation and confidence of targeted groups
Recognise and represent the talents of disabled pupils in Gifted and Talented opportunities, and ensure participation in such opportunities fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	Ongoing	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
Supporting SEN/vulnerable pupils in the period of transition	Through the Annual Review process, pupil	Inclusion Manager, SEN Teaching Assistant, Class	From September 2013 - ongoing	Child and parents feel supported in the

between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings	questionnaires	Teacher		transition to secondary school process
To challenge prejudices and stereotypes, ensuring all are free from discrimination, harassment and bullying.	Monitoring through Anti-Bullying Week, but also through PSHE, Collective Worship, School Council	PSHE, Collective Worship Subject Leaders, School Council Leader	Ongoing	Pupils know how to deal with incidents of bullying or harassment and do so
Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: Termly at Full Governing Body Meetings	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Ensure children with EAL are supported in school and that there are adequate and appropriate resources to support their progress	EAL Leader to ensure children with EAL are making progress in their learning	EAL Subject Leader	From September 2014	Children with EAL are making progress in their learning

**Appendix 2 - Disability Equality Action Plan
2015 / 2019**

Action	How will the impact of the action be monitored	Who is responsible for implementing?	Timeframe?	Success indicators?
Ensure the school is accessible to all members of our school and wider community	Discussion with appropriate stakeholders	Senior Leadership Team	Ongoing and with each new intake	All members of the school and wider community can access key areas of the school
Ensure appropriate risk assessments are in place for educational visits/ off site visits for disabled pupils	Through the regular review of risk assessments relating to educational and off site visits, including Residential visits	Inclusion Manager, Deputy Headteacher, Class Teacher	Ongoing and with each new intake	Risk assessments are in place and highlight potential health and safety issues, but enable child to be included
Fire Evacuation procedures are in place for disabled pupils	On a regular basis via practice fire drills	Inclusion Manager, Class Teacher, SEN Teaching Assistant	Ongoing and with each new intake	Fire evacuation procedures are effective
Ensure Health Plans are in place and kept up to date for children with specific needs	Staff will be clear about the necessary procedures to follow as appropriate	First Aider, Class Teacher, School Nurse	Ongoing and with each new intake	Procedures in place are accessible, simple and clear

<p>Ensure that children with social and emotional or other learning needs are fully included in school life.</p>	<p>Relevant information passed on to class teachers/TAs/other staff as necessary</p> <p>Targets set and regularly reviewed by staff, parents and child</p>	<p>Inclusion Manager, Class Teacher, SLT</p>	<p>Ongoing. Reviewed with each new intake in September</p>	<p>Information is consistently passed to relevant staff - awareness raised</p> <p>Staff have been trained to manage needs appropriately</p> <p>Opportunities for child to develop self esteem are in place ie participation in sporting events, learning displayed, clubs etc.</p> <p>Information is displayed in a way that meets the child's needs e.g. visually, chunked, mind mapped</p> <p>Emotional needs are met through praise, reassurance or ELSA support if needed</p>
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