



EQUALITY AND DIVERSITY POLICY

DANEHILL CE PRIMARY SCHOOL

Reviewed and revised - November 2015
Next review – Autumn 2018.

Equality and Diversity Policy

Incorporating gender equality, disability equality, harassment and actions to support and promote community cohesion.

School's Aims and Values

This scheme sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

At Danehill CE Primary 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 gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

We will work actively to promote equality and foster positive attitudes and commitment to an education for equality. 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.
- 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.

School Context

Danehill Church of England Primary School is a smaller than average rural school located within the Ashdown Forest area. The school building is the original Victorian schoolhouse with additions. Children mostly live in Danehill or Chelwood Gate villages. The backgrounds of children are mostly British, white; where the majority of both parents are employed full or part time in a professional/ managerial capacity. The school is a key part of the local community and has strong links with the local Church – All Saints.

- The 86 pupils enrolled at the school are organised in four classes, all of which are mixed-age. Cohorts are small in number.
- Pupil numbers have fluctuated from 97 to 91 in the year 2104-15 due to the transient nature of some families who are employed on short term contracts and work worldwide.
- Attendance is above average. Attendance rates are above National and East Sussex averages at 96.7% and Lates are 0.2% (lower than National and East Sussex averages)

- Pupils' attainment on entry to the Early Years Foundation Stage (EYFS) is within the range normally expected of the age group, though many join the Reception class with basic skills that exceed expected levels.
- The Year 1 co-hort is a bulge at 18 pupils.
- The proportion of pupils who are in the SEND group (on the SEND register) is slightly below the average for primary schools nationally (8 children - 9%). One pupil in Year 1 has an Educational Health Care Plan and another in Year 1 has a School Based Plan and is currently taught with the EYFS co-hort.
- The proportion of pupils in the disadvantaged group (in receipt of pupil Premium) is below average (4 children -4.5% compared to nat av of 26.7%).
- The proportion of pupils who are EAL is below average (1 child – of Danish heritage).

Equality Legislation

This equality and diversity scheme enables Danehill CE School to meet our statutory obligations under the equality duties outlined below and includes a set of specific measurable targets for each area of legislation. The key pieces of equality legislation are:

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on us when carrying out our functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

The Disability Discrimination Act 2005 states that we should in carrying out our functions have due regard to the need to:

- eliminate unlawful disability discrimination
- eliminate disability related harassment
- promote equality of opportunity between disabled people and others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

The Race Relations Amendment Act 2000 states that we should in carrying out our functions, have due regard to the need

- to eliminate unlawful racial discrimination; and
- to promote equality of opportunity and good relations between persons of different racial groups'

Duty to Promote Community Cohesion. The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area. The duty on schools came into from September 1 2007.

Roles and Responsibilities

This equality and diversity scheme links to other specific policies and action plans that the school produces including the School Development Plan.

This equality and diversity scheme 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.**

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

- **The Headteacher and Leadership Team**

will demonstrate through their personal leadership the importance of the scheme. The headteacher will ensure that all staff are aware of the scheme and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the scheme and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Headteacher will ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.

- **Governors**

The governing body has agreed this scheme and will assess and monitor the impact of the scheme annually. One member of the Governing body will have a specific responsibility for monitoring this policy, acting as the designated governor for equality and diversity.

- **All Staff**

All staff will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.

- **Pupils**

Pupils will be made aware of how the equality and diversity scheme applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.

- **Parents/Carers**

Parents and Carers will be encouraged to participate fully in implementing the equality and diversity scheme within the school – particularly by reinforcing its ethos at home.

Training

All staff and governors will receive training on the scheme and their responsibilities. All new staff and governors will have the scheme explained to them as part of induction arrangements. Following revision of the scheme, changes will be communicated to all staff and “refresher” training will be arranged as necessary. Following its formal adoption, all pupils will be given an overview of the scheme and their responsibilities.

Breach of the Policy

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the scheme and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the scheme. All persons covered by the scheme will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the scheme – in the first instance to the headteacher and or member of the senior leadership team. It will be for the headteacher in consultation with other relevant staff, 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)
- Involvement of Governors
- Fixed term or permanent exclusion

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this scheme on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment we will collect information about pupils' performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- exclusion
- harassment and bullying
- curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils.
- punishment and reward
- membership of the governing body
- parental involvement
- working with the community
- support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- highlight any difference between pupils
- ask why these differences exist and test explanations given
- review the effectiveness of current targets and objectives
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- rethink and set targets in relevant strategic plans
- links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- take action to make improvements

Harassment Policy.

The school's harassment policy contains the following guidelines:

Social interaction in the workplace involving mutually acceptable and unacceptable behaviour should be distinguished from harassment. However, it should be borne in mind that what is initially acceptable to some may be offensive to others.

Examples of Unacceptable Behaviour

This list is neither exclusive nor exhaustive and other forms of behaviour may be regarded as harassment, discrimination, victimisation or bullying.

Sexual Harassment

includes:

- physical conduct ranging from the invasion of personal space and/or inappropriate touching to serious assault
- verbal, written and e-mail harassment through derogatory remarks, jokes, insults, offensive language, gossip and slander
- sexually suggestive and unwelcome comments or derogatory remarks including any regarding the sexual orientation or preference of an individual
- unwanted requests or pressure for sexual favours
- unjustifiable exclusion, e.g. withholding information, not talking to, not including in discussions or meetings, or exclusion from social occasions
- sexual graffiti or displays of pornographic or degrading pictures or objects in the school environment including pornographic displays on computer screens
- intrusion by pestering, spying, following, stalking, etc.
- unfair allocation of work and responsibilities
- incitement to commit any of the above

Racial Harassment

includes:

- physical conduct ranging from the invasion of personal space and/or inappropriate touching to serious assault
- verbal, written and e-mail harassment through derogatory remarks, jokes, insults, offensive language, gossip and slander
- displays of racially suggestive or degrading pictures, graffiti or object in the workplace
- unjustifiable exclusion, e.g. withholding information, not talking to, not including in discussions or meetings, or exclusion from social occasions
- intrusion by pestering, spying following, stalking, etc.
- unfair allocation of work and responsibilities
- incitement to commit any of the above

Bullying and Intimidation

includes:

- physical conduct ranging from the invasion of personal space and/or inappropriate touching to serious assault
- verbal, written and e-mail harassment through derogatory remarks, jokes, insults, offensive language, gossip and slander
- open aggression, threats, shouting, unpredictable outbursts
- deliberately setting objectives with unreasonable deadlines or changing objectives unfairly
- belittling, marginalising or ridiculing; taking credit for someone else's work but never taking the blame if something goes wrong
- frequent unjustifiable criticism about minor things
- frequent unjustifiable monitoring of someone's work
- twisting something someone says or does
- threatening disciplinary or other action deliberately to intimidate
- unjustifiable exclusion, e.g. withholding information, not talking to, not including in discussions or meetings, or exclusion from social occasions
- intrusion by pestering, spying, following, stalking, etc.
- unfair allocation of work and responsibilities
- inappropriate or derogatory remarks in connection with performance, particularly in front of other staff
- incitement to commit any of the above

Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school and encouraging our pupils to actively engage with others to understand what they all hold in common.

Our activity to promote community cohesion can be grouped under the following areas:

Teaching, learning and curriculum
Equity and excellence
Engagement and extended services.

Specific examples of the activity we implement to promote community cohesion include:

Teaching, learning and curriculum

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence

- a focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status
- effective approaches in place to deal with incidents of prejudice, bullying and harassment

Engagement and Extended Services

- School to school: partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.
- Links with local secondary schools through sport and the arts which offer Falconbrook pupils the opportunity to learn from older mentors.

School to parents and the community:

- working with community representatives, for example through mentoring schemes or bringing community representatives into school to work with pupils e.g. the fire service and rail travel
- strong links and multi-agency working between the school and other local agencies, such as YOT, the police and social care and health professionals
- engagement with parents through curriculum evenings, parent and child courses
- provision of extended services and community use of facilities for activities, including adult and family learning, information and communications technology, and English classes for speakers of other languages.)

Assessing the Impact of Policies

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. The main question for assessing the impact of all our school's policies -giving special attention to pupils' attainment levels-will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences between pupils?
- Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

Making the Scheme Available

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

- Formally adopting the scheme at a Governing body meeting and recording this in minutes.
- Distributing copies of the adopted scheme to all members of staff.
- Discussing the scheme with pupils and making sure they know what it means.
- Making copies available to parents through the school website.
- Producing the Scheme in alternative formats on request.