

Equality Policy

Smallwood CE Primary Academy



Approved by:	Board of Directors	Date: March 2021
Last reviewed on:	September 2022	
Next review due by:	September 2023	

1. Equality and Diversity Statement

1. Smallwood Academy (Hereafter referred to as 'The School'), acknowledges, welcomes and promotes diversity among pupils, staff and visitors.
2. We do not discriminate against anyone, be they staff or pupils, on the grounds of their gender, sexuality, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities.
3. We know that those with disabilities, mental health conditions, medical conditions and confusion regarding sexuality or gender face the attitudes people have towards them which can mean it is harder for them to work, make friends and in short, live a normal life.
 - People become isolated
 - They are excluded from everyday activities
 - It is harder to get or keep a job
 - People can be reluctant to seek help, which makes recovery slower and more difficult
 - Their physical health is affected.
4. We promote the principles of fairness and justice for all through the education that we provide in our School.
5. We ensure that all students have equal access to the full range of educational opportunities provided by the School.
6. The School is opposed to all forms of racism, xenophobia and homophobic bullying including those forms that are directed towards religious groups and communities.
7. We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
8. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
9. We will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the School building; and improve delivery of information.
10. We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
11. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
12. We ensure that staff are well trained and able to support pupils, parents and carers and offer the dignity and respect each individual deserves regardless of sexuality, race, faith or disability.

2. Legal Duties

Meeting our Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality:

As a school we welcome our duties under the Equality Act 2010. We also embrace the 2017 guidance from the Church of England – Valuing all God's Children - The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations
- Create an inclusive environment
- Challenge unacceptable behaviour

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees only)
- Disability (this includes mental illness)
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents
- Homophobic, transphobic, biphobic or racial bullying

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Racial Equality

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Dealing with racist incidents (See appendix A)

All racist incidents should be recorded on the school racist incident sheet and a copy given to the Headteacher. The Headteacher will add this to the school's record and the office will inform the Governors and Trustees. Staff should deal with the incident in line with the school's behaviour policy.

Extremism

The Government has placed a duty on schools to prevent extremism and to teach British Values. Through our PSHE, Citizenship, RE and Worship we promote British Values, challenge extremist views and emphasise the importance of the dignity of the individual, liberty, freedom and respect.

All staff regularly update PREVENT training.

Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school.

The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender Equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment does not do so at the expense of achievement by the girls.

LGBTQ Equality

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying.

As a school our mission statement and philosophy emphasise the importance of giving dignity and respect to each individual. We are aware that this can only be achieved by the vigilance of all staff members to ensure that we promote an inclusive environment where bullying in all its forms is not tolerated.

We aim to provide:

- an inclusive environment in which LGBT pupils and staff are valued and respected;
- To promote understanding of and support the needs of LGBT pupils and staff;
- To usualise LGBT awareness and issues through the provision of an inclusive curriculum;
- To monitor and tackle HBT language and bullying.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of schools in different communities and will promote the interaction of student's with those in other schools.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Consultation and involving people

In developing our Single Equality Scheme we will involve pupils, staff, governors, trustees, parents and carers, and our wider School community. This helps to ensure that the views of potentially disadvantaged groups are fully incorporated in the development of this Scheme.

Examples may include:

- Discussions at school council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires, coffee mornings)
- All staff through dedicated staff meeting time
- Discussions at Governing Body Meetings
- Discussions within cluster groups for example Governors Forum, Deputies Group, SEN groups
- Contact with local community groups, including diverse groups (Local churches, Village Hall Committee etc)
- Involvement within local community activities
- Focus groups for parents/carers and staff
- Local Authority

Other School Policies

We have used our existing school policies and procedures to inform our Single Equality Scheme.

These include:

- School Development Plan
- Accessibility Plan
- Behaviour Policy
- Anti-bullying policy
- Safeguarding Policy

3. Our Ethos/Mission



PHILOSOPHY OF OUR SCHOOL

Smallwood Academy instills the love of learning into all who enter its doors; with God, Church and Faith at the centre of its values.

We want each and every member of our school community to understand we are all lifelong learners and we continually learn from each other as well as use formal ways.

Everyone has the right to learn and it is about more than gaining formal qualifications; it is to deepen our knowledge of the world around us.

Our Mission Statement

At Smallwood our logo is a torch it helps us to remember who we are, what we value and what we do.

A torch is a beacon,

A light in the darkness,

A light to guide others.

Our torch reminds us that we walk in the light of Christ and our goal is to reflect the glory of his name.

T **Together** we are stronger as we worship, learn and live together as a community in Christ.

O **Others** we learn to respect and value others and to share our faith with everyone we meet.

R **Resilience** we learn to be strong, caring, happy and self-confident. Learning to love and accept ourselves giving us the strength to persevere.

C **Challenge** we strive to be the best we can be in all we do and to find the spark that lets each one of us light up the darkness. Everyone has a talent and together we can find and nurture it.

H **Hope** we shape the future of the world we live in and together we can make our world a better place. Excellence in our love for others, our learning and our commitment to our community will bring hope to the world.

Together we can make a difference

Addressing Prejudice Related Incidents

Smallwood CE Primary Academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Governing Body and Trustees. The Local Authority may also be made aware and asked to provide some support.

4. Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body/Trustees	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

School Community	Responsibility
	Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website and ensure it is available on request at the school office.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Date Approved by the Governing Body **November 2014**

Reviewed July 2017, Summer Term 2018

Date to be reviewed by the Governing Body **Summer 2018**

Appendix A

Smallwood CE Primary Academy

Procedure for Dealing with Racist Incidents

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive pupil behaviour

All staff will promote positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racist incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of Smallwood Academy community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism:

- Development of multicultural issues and equal opportunities as cross curricular themes in teaching.
- In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation, which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, e.g. ignorance by any member of the School community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner. Staff are to report directly to the Head Teacher without delay, any incident of suspected racism. MDAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

A Racist Incident Sheet will be completed and passed to the Head Teacher without delay.

The designated senior member of staff will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the main office.

Staff will be informed appropriately of pupils involved in a racial incident or of any

potential incidents and what action to take.

Equality Action Plan

Equality Strand	Action	Success Criteria	By Whom	Time	Success / Achievements
All	To publish and promote the equality plan to all stakeholders.	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Head Teacher to organise and delegate	Autumn 2017 Spring Term Pupil / Parent questionnaires. Annual review by governors.	
All	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT Strategic Committee	Termly	
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	More diversity reflected in school displays and materials for lessons across all year groups	SLT School staff	Ongoing	
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT School staff	Ongoing	
Race Equality Duty	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Staff are confident to identify and deal with targeted and untargeted racist statements. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is	Head Teacher School staff (monitored by SLT)	Ongoing Ongoing Termly	

		consistently challenged.			
Gender Equality Duty	To identify, respond and report homophobic incidents as outlined	<p>Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.</p> <p>Staff are confident to identify and deal with targeted and untargeted homophobic, biphobic, transphobic statements.</p> <p>HT to attend Stonewall training – to feed into evaluation of this plan and creation of next plan.</p>	Head Teacher School staff (monitored by SLT)	Ongoing Sept 2018	
Gender Equality Duty	To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.	SLT, School staff, PE co-ordinator and Club leaders.	Ongoing	
Disability Equality Duty	To ensure pupils with an EHCP / disability are actively involved in school activities eg clubs. To ensure there is effective transition between classes and schools.	Pupils with a disability / EHCP are participating in extra- curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.	Class teacher SLT, School staff	Ongoing Summer Term	



Smallwood Church of England Primary Academy

RACIST INCIDENT MONITORING FORM

SCHOOL _____ DfE No: _____

SECTION ONE: YOUR DETAILS

Name: _____ Date: _____

Job Title: _____ Time: _____

SECTION TWO: VICTIM'S DETAILS

Male Female

Pupil Staff Parent Visitor Other

Year Group (if pupil) Statemented SEN Traveller Cared for child

Refugee/asylum seeker

Ethnic Background

Asian or Asian British

Indian
Pakistani
Bangladeshi
Any other Asian background

Black or Black British

Caribbean
African
Any other Black background

White

British
Irish
Traveller of Irish Heritage
Gypsy/Roma
Any other White background
Any Other ethnic background

Mixed

White and Black Caribbean
White and Black African
White and Asian
Any other mixed background

Chinese

Religion

None Hindu Jewish
Christian Muslim Other
Buddhist Sikh

Language if not English _____

SECTION THREE: INCIDENT DETAILS

Date and time of incident _____

Location _____

Witnessed by _____

Reported by _____

Reported to _____

Type of Incident

- Derogatory name calling, insults and racist 'jokes'
 - Verbal abuse and threats
 - Racist graffiti
 - Provocative behaviour such as wearing racist badges or insignia
 - Racist comments in the course of discussions
 - Ridicule of an individual's cultural differences eg food, music, dress, language etc.
 - Bringing racist materials such as leaflets, comics, magazines and computer software into the school
 - Using the school's computer system to access or distribute racist material
 - Attempts to recruit other pupils and students into racist organisations
 - Physical assault which is racially motivated
 - Incitement of others to behave in a racist way
 - Refusal to co-operate with other people because of their race, colour, ethnicity or language
 - Other
- If necessary please give brief details in Section Six

SECTION FOUR: PERPETRATORS DETAILS

Male Female

Pupil Staff Parent Visitor Other
 Year Group (if pupil) Statemented SEN Traveller Cared for Child
 Refugee/asylum seeker

Ethnic Background

Asian or Asian British

Indian
 Pakistani
 Bangladeshi
 Any other Asian background

Black or Black British

Caribbean
 African
 Any other Black background

White

British
 Irish
 Traveller of Irish Heritage
 Gypsy/Roma
 Any other White background
 Any Other ethnic background

Mixed

White and Black Caribbean
 White and Black African
 White and Asian
 Any other mixed background

Chinese

Religion

None Hindu Jewish
 Christian Muslim Other
 Buddhist Sikh

Language if not English _____

How many Male Female

If more than one perpetrator please enter this information for all perpetrators separately

SECTION FIVE: ACTION TAKEN

Investigation revealed that the incident was not racially motivated
 Perpetrator exonerated, no further action
 Perpetrator reported to Headteacher or other senior manager
 School policy on racism explained to perpetrator
 Parents/guardians/Carers informed
 Fixed term/permanent exclusion (delete as appropriate) of perpetrators
 Graffiti removed
 Material confiscated and removed

External agencies involved (please specify) _____

Other _____

Victim supported and counselled

SECTION SIX

Further details you may wish to add (please continue on separate sheet if necessary)

Please retain this form in school and use to complete the annual monitoring return.