

Equality Policy

Date adopted by governors: Autumn 2018

Date for review: Autumn 2019

STATUS: STATUTORY

REVIEW: ANNUALLY

Committee: PDBW

Introduction:

At Shere Infant and Nursery School (Shere School), we aim to provide an inclusive, safe and stimulating environment for all which inspires a creative, confident community of lifelong learners. We endeavour to tackle prejudice and promote understanding as part of our general duty to promote equality - to eliminate discrimination, advance equality of opportunity and foster good relations between different groups and to support the reduction of inequality.

We welcome our duties under the Equality Act 2010 to eliminate discrimination; advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and belief, and sexual identity.

The general duties and specific duties of the Equality Act (2010):

The governing body is required to have due regard to the following general duties:

- Eliminate conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not.

And to the following specific duties, which are flexible and not intended to be unnecessary or unproductive. The emphasis is on transparency.

- Publish information annually showing that they have complied with the general duty.
- Publish annually evidence of equality analysis undertaken.
- Publish annually details of engagement undertaken.
- Set and publish Equality objectives every four years (after initial publication by 6 April 2012).

A more detailed summary of the specific duties is included in the Appendix of this policy.

The school context:

Shere School is in a semi-rural location, its pupils coming from both Shere and the surrounding villages. A full, detailed and updated census with regards to the SEN and disability, ethnic, religious and linguistic diversity as well as other needs of its pupils is reviewed at least annually. A detailed analysis is included in the school's self-evaluation summary (SES) and reported by the Headteacher to the governors.

Whilst Shere School appears to have a homogenous intake there are a significant minority of pupils who come from a variety of backgrounds and cultures. The needs of pupils are closely monitored and steps are taken to meet these needs to reduce inequality.

Equality aims and values:

The ethos and aims are completely in line with ensuring that there is equality of opportunity for all stakeholders, pupils, parents, staff, governors and others, within a Christian ethos.

They are:

Ethos: We believe that children learn best in a caring community, where they feel secure and accepted. Our small, supportive school enables each child to flourish in a Christian environment where they are all valued and respected.

Aims: We achieve this (by providing)

- A high standard of education
- A wealth of enriching experiences and challenges
- A happy, secure learning environment
- Opportunities for each child to develop a love of life and an enthusiasm for learning
- An open-door relationship between families and school
- Strong links with the local church and community
- By supporting each child's social, spiritual, emotional and moral needs
- Opportunities for each child to form firm friendships

Furthermore at Shere School we aim to:

- Develop a culture of respect for others.
- Promote equality by recognising and celebrating differences between people.
- Build a community where pupils are well-prepared for life in a diverse society.

The School's approach to promoting Equality:

The school's objective is to meet its equality duties to eliminate unlawful discrimination and harassment. We are keen to promote equal opportunity and promote good relations and positive attitudes between people of diverse backgrounds and activities.

No pupils, staff, parents, carers or guardians or any other person, including governors or community members, through their contact with Shere School will receive less favourable treatment on any grounds which cannot be justified. This includes the protected characteristics identified within the Equality Act (2010) ie sex, race, disability, religion or belief, sexual orientation, age, pregnancy or gender reassignment. (NB Age is a protected characteristic but not in relation to pupils of any age within a school).

Shere School will also ensure that none of the above stakeholders are discriminated against with regards to ethnic or national origin, language, marital or civil partnership status, age, responsibility for dependants, trade union or political activities, social class or where the person lives, and spent convictions.

Cohesive community:

In order to achieve a cohesive community Shere School will ensure that there is due regard for the aims set out above ie 'to promote a culture of respect for others', 'to promote equality by recognising and celebrating differences between people' and 'to prepare pupils for life in a diverse society' within the many inter-linked communities of which we are part. These are our extended school community, our church and local communities, and our national and global communities.

Responsibility for overseeing equality practices:

A named governor and named member of staff will be appointed to oversee equality practices.

Their responsibilities will include:

- Coordinating and monitoring work on equality issues including ensuring the publication of information with regards to specific duties listed above.
- Ensuring that annual consultations take place with stakeholders.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of potentially vulnerable groups and those with other specific inclusion needs.
- Monitoring exclusions

Publishing the Equality Duty Plan:

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives, to be reviewed annually and updated at least every four years.

Equality objectives may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Objectives should be clearly focused and demonstrate measurable outcomes and should include a timeframe to help measure success or progress towards achieving an objective.

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website (Appendix 1)
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Ensure hard copies are available from the School Office.