

# Equality & Diversity Policy Statement



**Person Responsible: Jane Shields**

**Date: February 2019**

**Date of next review: February 2022**

# Equality & Diversity Policy Statement

## National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

Crest Infant & Nursery School is a caring school that aims to provide a high level of education and care to all our pupils within a safe, secure environment. We hope that our pupils will leave us as confident, independent and resilient members of society who have positive memories of their time in our school.

Our overall aims are for our pupils to:

- Develop their potential as unique individuals
- Develop an awareness and appreciation of their own self-worth in order that they become responsible and self-disciplined members of society in the future
- Become active and increasingly independent participants in the learning process
- Develop self-motivation and pride in their work and in their achievements

## **Our school vision:** "Reaching for the **stars** hand in hand"

Our vision is for a happy, safe learning environment which enables the whole community to achieve, enjoy learning and aspire to be the best they can be.

We work closely with families and other partners to deliver a rich, diverse and fun curriculum which enables all pupils to engage in their learning, be independent and succeed.

Through this we prepare our children for the next stage in their lives as caring, confident and capable members of society.

Our **STAR** principles support us in achieving our vision...

Our **STAR** principles are for everyone. They provide the context from which all children, staff, governors and parents can work together to achieve our aims.

**S** is for Successful

**T** is for Teamwork

**A** is for Aspirational

**R** is for Respectful

## Meeting our general duties

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

## Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

## Dealing with racist incidents

All racist incidents must be recorded on the school racist incident form and a copy given to the headteacher. The headteacher will then record this on the school's record form and inform the governors.

Medway LA no longer require forms to be sent to them annually. Staff should deal with the incident in line with the school's Anti-Racism Policy.

### **Disability Equality**

The general duty to promote disability means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Further information is available in our Accessibility Action Plan 2018 – 21.

### **Gender Equality**

The general duty for gender equality means we must have due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women; boys and girls.

This duty also includes the need to consider actions to address the causes of any gender pay gap. Medway LA (the employing body of Crest Infant School & Nursery considers this has been addressed through the implementation of the unified conditions and pay for school teachers.)

### **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender realignment and will provide a supportive environment within its school community.

### **Community Cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures; ethnic groups, religious and non religious groups and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan (see Appendix 1 – Action Plan) to make it easier to monitor our progress and performance in meeting our objectives.

**Teaching, learning and the curriculum.** We place emphasis across the curriculum on the promotion of common values (including fundamental British values) and in valuing diversity. We will place emphasis on the responsibility of the individual to show respect for themselves, other people and our school.

**Equity & Excellence** – equality for all to succeed, removing barriers to access and eliminating variations in outcomes for different groups.

**Engagement and extended services** – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

### **Age, sexual orientation, religion & belief**

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **Collecting and analysing equality information for pupils**

Crest Infant School & Nursery is an inclusive school. We use the curriculum and teaching to develop self-esteem and provide a learning environment in which each individual is encouraged to fulfill her or his potential.

Areas for analysis include:

- Attainment standards
- Attendance levels
- Rewards for academic progress
- Rewards for attendance
- Rewards for behaviour
- Sanctions for behaviour
- Serious incidents
- Exclusion statistics
- Attendance at after school clubs or extra curricular activities
- Complaints of bullying or harassment
- Complaints of racism
- Participation in School Council
- Pupil surveys

### **Collecting and analysing equality information for employment and governance**

The school is committed to providing a working environment free from discrimination, victimisation or harassment.

We aim to recruit an appropriately qualified workforce and Governing Body members who are representative of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Governing Body profile
- Attendance on staff and on governor training events and meetings
- Disciplinary and grievance cases
- Staff appraisals

Actions required/highlighted from the above will be prioritised over the three year span of our Scheme.

### **Consultation and involving people**

We will strive to be a 'listening school'. We will listen to all school community members including, parents, pupils, staff, visitors, wider community members and partners. We have provided opportunities to involve staff, pupils, governors, parents and carers in creating the Single Equality Scheme and action plan, either directly or through previous policy documents that have contributed to this development

This helps to ensure that the views of potentially disadvantaged groups are fully incorporated.

Examples include:

- School Council discussions
- Pupil surveys
- Contact with parent/carers (meetings, questionnaires, parent consultations)
- Staff meetings
- Discussion at Governing Body meetings
- Discussions at consortium meetings
- Children's Centre Advisory Board
- Contact with local groups (St. Justus church, pre-schools, community bases)
- Local Authority

### **Equality Impact assessment.**

Impact assessment refers to the review of all-current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an ongoing process to ensure that the school policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to the school's duty to promote race, disability and gender equality as in appendix 1.

### **Related School Policies**

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

These include:

- School Improvement Plan
- Accessibility Plan
- Anti-racism Policy
- Behaviour Policy
- SEND Policy
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### **Roles and responsibilities**

#### **Governing Body**

The Governing Body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the Governing Body discharges this responsibility through the Senior Leadership Team (SLT).

#### **Senior Leadership Team (SLT)**

The SLT aims to promote equality and eliminate discrimination by:

- Raising awareness of all the duties within the school community;
- Referring to relevant and current documentation from the Equality and Human Rights Commission (EHRC);
- Ensuring understanding of the broad legal definition of disability
- Sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- Working with Trade Unions to implement the relevant duties in employment functions;
- Ensuring that actions are undertaken for all protected characteristics;
- Providing appropriate training for staff, Governors and other members of the school community;
- Monitor the outcomes and impact of provision, criteria and practices (PCPs) on all groups; and respond with appropriate and relevant actions;

- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

### **All members of the school community**

The school regards equality for all as the responsibility of all. All members of our community (staff, contractors, volunteers, children and young people, parents/carers etc.) contribute to ensuring that our school is a fair, just and cohesive community by:

- Raising issues with line managers, which may have an impact or potential impact on the schools aims and ethos of equality
- Maintaining awareness of, and professional interest in, the school's current SES and the actions within it
- Behaving with respect and fairness to all members of the school community in line with our school 'STAR' principles.

J Shields 2019

## Appendix A: Single Equality Scheme - Action Plan

A cross identifies which statutory duty the planned action is meeting  R=Race, D=Disability, G=gender, SI=sexual identity, A=age, R/B=religion/belief, CC=community cohesion							Outcome	Actions	Time-scale	Person responsible	Success Criteria	Monitoring
R	D	G	SI	A	R/B	CC						
X	X	X	X	X	X	X	Ensure the schools policies do not negatively impact on different community groups	Undertake a rolling programme of impact assessment as new policies are produced.	On-going	Head/ Governors	Policies have been reviewed against assessment of risk.	HT report to GB
X	X	X					Monitor and analyse pupil achievement in terms of gender, ethnicity, SEND ensuring gaps are closing	Act on any trends or patterns in the data to ensure support for pupils.	termly	Head SLT Teachers	The gaps are closing for all groups	Pupil Progress minutes  HT report to GB
X	X	X	X	X	X	X	To ensure that a diverse range of pupils are making a positive contribution to the school	Pupils to have equality of access to groups e.g. School Council	Aut' 18  Then on-going	Staff	Representation on different groups reflects the diversity of the school population	Governors during visits
	X					X	Ensure our school building removes all barriers to access for disabled users	Review the previous action plan and devise a current one for 2018-21	Aut '18	Governors	The building meets the needs of all disabled users	Governors minutes
X	X	X	X	X	X	X	Participation in school and extra-curricular activities reflects the diversity of the school population	Offer opportunities to all pupils	Aut '18 then on-going	All staff	Attendance monitoring of the activities indicates a diverse range of pupils are taking up the opportunity	HT report to GB
X	X	X	X	X	X	X	Ensure diversity is promoted throughout the school, increasing pupil awareness of different communities	Displays in classrooms and corridors to reflect diversity	On-going	All staff	Learning walks can evidence the diverse nature of displays	Governors during visits
X	X	X	X	X	X	X	Ensure the school has a range of books and resources reflecting all aspects of the community	Audit of library books and resources  Replenish books as necessary and identify gaps in resourcing	On-going	Literacy Leader  EAL Leader  SENCO	Our resources positively reflect a diverse community	Governors during visits
X	X	X	X	X	X	X	Remind all staff of the systems for reporting of peer on peer abuse	Review procedures with all staff	Aut' 18	Head teacher	Procedures are followed and	HT report to GB

								including bullying (incorporating homophobic and bullying on grounds of disability) incidents		Then on-going		incidents reported appropriately	
x	x	x	x	x	x	x	x	To ensure the school's procedures for dealing with bullying/harassment are clear and understood by all stakeholders	Devise a Peer on Peer Abuse Policy and share with all stakeholders.	Aut'18 then ongoing	Head/ Governors	Policy has been agreed and understood by all	HT report to GB
x	x	x	x	x	x			All groups make progress in line with those nationally and their peers in school	Track the progress of individual children and also vulnerable groups	Ongoing	All staff	No child is left behind	HT report to GB
x	x	x	x	x	x	x	x	To ensure the attendance of all groups of pupils at least in line with the national average for that group and minimise any gaps within the school with regard to attendance	Review and renew the Attendance Action Plan  share targets with parents	Aut'18 then ongoing	Head/ Governors	Improvement in overall attendance figures and minimal gaps between groups within the school.	Governor visits and lead governor for attendance



## Crest Infant & Nursery School

### Diversity Impact Assessment

Date: 06/02/2019

Policy Reviewed:

*We value diversity and we promote equal opportunities.*

**Diversity Checklist – Look at the main aims of the policy and the group it targets.**

	Yes (checked)/ NO (blank)
Does this policy promote equal opportunities for all?	<input type="checkbox"/>
Do all groups have the potential to be included?	<input type="checkbox"/>
Does the policy take into account our Accessibility Plan?	<input type="checkbox"/>
Does it take account of and promote racial/cultural differences?	<input type="checkbox"/>

On request we would offer the policy in:

different languages?

large print

Signed.....

Subject Leader