



Darrick Wood Infant and Nursery School (Academy Trust)

EQUALITY POLICY

Date of Review and Ratification	Headteacher's Signature	Chair of Governors Signature	Date of Next Review
2016			2020

Statement to be published annually



Darrick Wood Infant & Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Aims of the School

‘Our learning community respects, nurtures and inspires’

Our aim is to ensure that every child has the opportunity to fulfil their potential in the very best and safest environment at school and home in order to maximize each child’s life chances.

Our School’s Mission Statement:

‘At Darrick Wood Infant and Nursery School we take pride in inspiring all learners to achieve their very best within a happy community where respect and tolerance for self and others is embedded. We are children and adults learning together.....we have fun!’

Equality Statement with Objectives:

The school is required to publish its Equality Statement and objectives and review them every four years. Our board of governors has agreed on our Equality Statement below.

Darrick Wood Infant & Nursery School is committed to providing an education and environment which offer equality in opportunities and freedom from discrimination. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.

We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. We try to demonstrate it in the actions we take, the way we think and speak and behave, and the examples we set.

Our objective, which we will develop over the next four years, is:

- Improving attainment and rates of progress by closing the achievement gap for different groups

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principle 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 not for service provision)
- disability
- race (ethnicity)
- sex (gender)
- gender reassignment
- maternity and pregnancy
- religion or belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out 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 individual)
- 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 areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will promote equality in some or all of these areas. However where we find evidence of significant inequalities for any particular group in other areas we may include objectives to address these.

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.

Principles

To fulfil our legal obligations we are guided by a number of principles:

1. All pupils, families, staff and other stakeholders are of equal value

We see all pupils, potential pupils, their parents and carers, staff and all other stakeholders as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We observe good equalities practice, including staff recruitment, retention and development

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove existing inequalities and barriers
6. We consult and involve widely ensuring views are heard

In our development of policies, we engage with a range of groups and individuals (including those with protected characteristics), to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

7. We strive to ensure that society will benefit

We intend that our policies, activities and curriculum offer and foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles stated above.

Roles and Responsibilities

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in supporting the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Ensuring that data and equality objectives are published.
Headteacher	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. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Leadership Team	<p>To support the Head as above</p> <p>Leading on actions to achieve our equality objectives.</p> <p>Ensuring fair treatment and access to services and opportunities.</p> <p>Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Helping in delivering the right outcomes for pupils.</p> <p>Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Designing and delivering an inclusive curriculum</p> <p>Ensuring that they are aware of their responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated</p> <p>Supporting colleagues within the school community</p> <p>Ensuring that they are aware of their responsibility to record and report prejudice related incidents.</p>
Parents	<p>Taking an active part in identifying barriers for the school community and in informing the Senior Staff/governing body of actions that can be taken to eradicate these</p> <p>Taking 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.</p> <p>Ensuring that they are aware of their responsibility to record and report prejudice related incidents.</p>
Pupils	<p>Helping the school to achieve the commitment made to tackling inequality.</p> <p>Upholding 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.</p> <p>Ensuring that they are aware of their responsibility to record and report prejudice related incidents.</p>
Local Community Members	<p>Taking an active part in identifying barriers for the school community and in informing the Senior Staff/governing body of actions that can be taken to eradicate these</p> <p>Taking 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.</p>

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. The procedure for responding and reporting is outlined below:

- Report all incidents to the Headteacher

- Complete an Incident form include 'actions to be taken' with follow-up dates

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 to ensure that all groups of pupils (including those with protected characteristics) are making the best possible progress, and take appropriate action to close any gaps.

Publishing the plan

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;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.