

North Mundham School

Equality Policy

At North Mundham we believe that every member of our school community has the right of access to the whole curriculum and every aspect of school life irrespective of gender, age, ethnicity, ability, disability, social circumstances, creed, culture or sexual identity.

Our school upholds our motto 'Belong, Believe, Achieve'.

Belong: We work to ensure that members of our school family have an equal sense of 'belonging' and that their identity, involvement and opinions are valued.

Believe: We promote a growth mindset in our community so that children's ability is not fixed or limited by their or others' expectations.

Achieve: We provide a range of learning opportunities to respond to pupils' diverse needs. We recognise that 'achievement' does not necessarily look the same for all pupils – we celebrate achievement.

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We aim to reduce and remove inequalities and barriers that already exist and promote understanding and awareness of our diversity

We aim to reduce and remove inequalities and barriers that already exist between

- Disabled and non-disabled people (see accessibility plan)
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, men and women

Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At North Mundham School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

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

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- 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
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Roles and Responsibilities

The Governing Body is responsible for:

- providing leadership and drive for the development and review of the school's equality and other related policies
- ensuring the school complies with all equal opportunity legislation
- ensuring that the policy and its related procedures and strategies are implemented
- assessing and monitoring the impact of this policy by receiving regular reports from the Headteacher and reviewing the action plan annually.

The Head teacher will demonstrate through their personal leadership the values and importance of this policy.

The Headteacher is responsible for:

- ensuring the policy is implemented on a day to day basis;
- consult pupils, staff, and stakeholders in the development and review of policy
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- taking appropriate action in any cases of racial discrimination
- ensuring that an action plan is developed by the Inclusion Leader to assess and monitor the impact of the policy and report to governors.

All staff will demonstrate through their relationships with pupils, parents, carers and the wider school family the values of this policy.

All staff are responsible for:

- promoting an environment of growth mindset
- dealing with any discriminatory incidents, and knowing how to identify and challenge racial bias and stereotyping;
- promoting equality and good relations and not discriminating on racial grounds
- promoting positive attitudes to diversity.

Pupils will:

- share in the development of the Equality Policy and be made aware of how it applies to them
- learn to treat each other with respect and know that they have the right to be treated with respect too
- learn to identify prejudiced and stereotyping behaviour
- report incidents of discrimination or a racist nature to an adult.

Action Plan 2018 – 2019

1. to ensure books available encourage progress of reading in boys – purchase of reading books, choice of class reading texts for guided reading and for reading aloud, choice of author for visit in Book Week

Responsibility: Sarah Gill, Julia Carey and all teaching staff

2. to involve pupils in a programme of half termly assemblies on diverse role models from our local, national and world community

Responsibility: Sarah Gill and Lisa Palin – Key Stage Assemblies

3. to embed a two year rolling programme of celebrations of world festivals from a range of cultures and religions

Responsibility: Justin Murray and Julia Carey

4. to continue to implement the ‘challenge racism’ questions that were developed in ‘Lifeskills’ curriculum review June 2016

Responsibility: all teaching staff