

# **CROWMARSH GIFFORD C. E. SCHOOL**



## **Equality Policy and Action Plan 2018-2021**

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**Linked to Articles 2, 5, 18, 23, 24 from the United Nations Convention on the Rights of the Child.**

**The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives. Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.**

### **Mission statement**

At Crowmarsh Gifford CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Crowmarsh Gifford, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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 share it

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## **Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

### **Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **Roles and responsibilities**

The governing board will:

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- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Julian Sharman. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. The headteacher and the equality link governor regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

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- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding Collective Worship's dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to classes, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Crowmarsh Gifford CE Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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## **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

The action plan at the end of this Equality Plan outlines the actions Crowmarsh Gifford will take to meet the general duties detailed below.

## **Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff is 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.

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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:

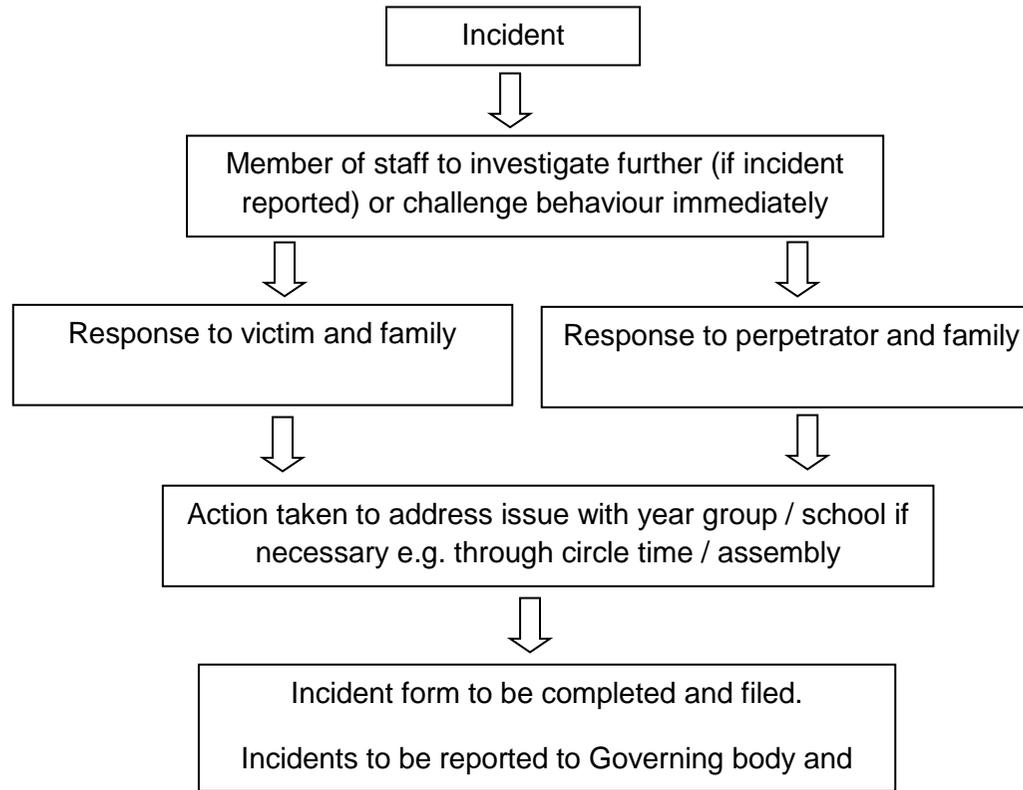
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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.

A suggested procedure for responding and reporting is outlined below:

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## 8. 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 by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

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## **9. 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.

## Crowmarsh Gifford Equality Action Plan

(January 2018 – January 2021)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey? School Council discussions.	Headteacher / School Council Leads/Govs	Immediate  February 2018	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by gender, disability and other identified groups.	Headteacher / Governing body	3 Assessment Points	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.  Through pupil survey, school council meetings, collective worship monitoring.	All teachers/Headteacher	Continuous	Notable increase in participation and confidence of targeted groups. Children demonstrate 'can do' attitude and 'growth mindset.'
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE, collective worship evaluation.	Headteacher	Continuous	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option) collective worship, fund	School council, eco-council, worship team, representation monitored by race, gender, disability	Member of staff leading on all councils.	Continuous	More diversity in school council membership

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	raising etc.				
Race Equality Duty  ALL	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
All	Promote more after-school clubs such as sport outside the curriculum requirements, including offering dance lessons, or other variety to make participation rates more reflective of the school population.	Increased participation of (i.e. girls) in sports clubs and out of school sport activities. Take-up of after school activities.	Sport's Leads/Headteacher	ASAP	More (breadth of children i.e. girls take up after-school sports) clubs
All	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Subject Groups	Ongoing	Increased awareness of different communities shown in PSHE /R.E. assessments

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