



Thorpe Church of England Primary School

Faith, Love and Excellence

Equality Policy Including Equality Information and Objectives Statement

Reviewed by Coordination Committee - Autumn 2017
Ratified by Coordination Committee - Autumn 2018
Reviewed Annually



Introduction

The staff of all schools in the North Runnymede Learning Partnership (NRLP) are committed, in partnership with the parents/carers, children, governors and the Local Authority, to building schools which serve the community and of which the community is proud.

At Thorpe Church of England Primary School, we place the principles of equality at the heart of our school ethos and culture. We believe in equality as an essential right for our pupils in order for them to derive the maximum benefit from their education and to make the best possible progress.

This policy should be seen in the context of our other whole school policies, and in particular our Single Equality Scheme, Appendix 1 and Disability Action Plan Appendix 2. The principles of equality apply to all school policies.

Aims and Objectives

All schools work together within the North Runnymede Learning Partnership (NRLP) to bring consistency to their equality policies. The NRLP has developed a common Equality Policy based on the Surrey guidance for schools document "Implementing the Equality Act (2010) and Developing the Single Equality Scheme in Surrey Schools". This Equality Policy promotes a consistent approach to roles, responsibilities and expectations and is available to each school to adopt.

Equality Policy

At Thorpe Church of England Primary School we adopt the NRLP Equality Policy as our school Equality Policy as presented within this policy document. We will continue to work with NRLP schools in this area in support of our shared values on equality.

Monitoring and Evaluation

Attendance is monitored half-termly by the Headteacher and the Education Welfare Service. The implementation of this policy is monitored by the Headteacher and by governors through the Curriculum Committee to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors annually, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Policy Introduction

This policy sets out our school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, age, disability, sexual orientation, gender reassignment, pregnancy and maternity, religion or belief. It describes roles and responsibilities in respect of equality, and the monitoring and review arrangements for this policy.

The School Context - Autumn 2017

NOR	185/210 (1 FE Primary)
Boys	99
Girls	86
Pupil Premium	33
Not Pupil Premium	152
FSM	16
Every 6	26
LAC	7
Post LAC	2
Autumn Born	67
Spring Born	43
Summer Born	75
EAL	145
Attendance	95.6%
Stability	2015 - 2016 77%
Deprivation	2015 - 2016 0%

Equality – Aims and Values

Thorpe Church of England Primary School strives to provide equality and excellence for all in order to promote the highest possible standards. It aims to be a school where all children are enabled to reach their full potential and are thus empowered to make good choices in later life. It promotes the best possible academic, cultural and moral values in a Christian environment. All children, regardless of background, culture or religious belief are equally valued, supported and challenged.

The School's Approach to Promoting Equality

The overall objective of the Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) namely: sex, race, disability, religion or belief.

As part of good practice we have also chosen to include other diversity characteristics within the scope of our Equality Policy namely: ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class, and where the person lives.

As a school we are committed to tackling discrimination in all our activities and spheres of influence.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members.

A Cohesive Community

As part of good practice our school promotes cohesion within our community including the school and its extended community, as well as the school in its geographical community, the community of Britain, and the global community.

Our school contributes to community cohesion by:

- encouraging all children and families to feel part of the wider community through events and activities which broaden awareness and understanding
- ensuring that the learning, teaching and the curriculum explores and addresses issues of diversity, in particular through our teaching of PSHE, RE and spirituality
- tackling discrimination where observed

Roles and Responsibilities

School governors are responsible for:

- ensuring that the school complies with current equality legislation
- monitoring the implementation of this policy and its procedures to ensure that they are being consistently applied throughout the school

The headteacher is responsible for:

- ensuring that this policy is readily available and that the governors, staff, pupils and parents/carers are aware of it
- ensuring that this policy and its procedures are followed
- ensuring that all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking relevant training and learning opportunities

Pupils are responsible for:

- sharing input with staff on developing equality related policies. This may include:
 - developing school/class rules which promote respect and challenge discriminatory behaviour
 - the behaviour and anti-bullying policies

Parents/Carers are responsible for:

- adhering to the school policy on equality
- adhering to the Home-School policy
- raising any concerns with the school promptly and with discretion via the headteacher or in their absence the deputy headteacher

Visitors and contractors are responsible for:

- keeping aware of and adhering to our school equality policy

Named Staff Member and Governor for Equality are responsible for:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment and discrimination
- Monitoring the progress and attainment of potentially vulnerable groups of pupils
- Monitoring exclusions

The Staff Member responsible for Equality is the Headteacher.

The Governor responsible for Equality is the Chair of Governors

Monitoring, Reviewing and Assessing Impact

The Thorpe Church of England Primary School Equality Policy is supported by our Single Equality Scheme. The Single Equality Scheme is linked to the School Development Plan and includes targets determined by the governing body for promoting equality

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. The Headteacher and chair of governors will monitor specific outcomes. The Headteacher will provide regular reports to the Governing Body including progress against equality targets and future plans.

Appendix 1 - Single Equality Scheme

The Single Equality Scheme requires schools to consider the ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

The General Duty

Public bodies have a ‘General Duty’ to

- Eliminate 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.

The Specific Duties

- Publish information showing that they have complied with the General Duty (for schools by December 2011 and then annually)
- Publish evidence of the equality analysis undertaken (for schools by December 2011 and then annually)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives (for schools by December 2011)
- Set and publish Equality Objectives (for schools by April 2012)

The Specific Duties - Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> • We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • There are virtually 0 reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school and they make progress in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to. • Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement.
Foster good relations across all characteristics - between people who share a protected characteristic and people and people who do not share it.	<ul style="list-style-type: none"> • Equality and Inclusion are central to our school ethos. There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. • We aim for quality communication with all our stakeholders and seeks to provide access to information in a range of media. • As a school we believe in ‘Leadership for All’. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.

The Specific Duties - Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is regularly reviewed with engagement from pupils and parents through school council and parents workshop. Rewards and Sanctions are monitored for adverse trends.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices. SEND children sometimes have a detrimental effect on behaviour and we are working hard to mitigate this.
Anti-Bullying	Annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends.	Incident (Bullying) Log is maintained, but this will be reviewed to have a clearer focus on issues pertaining to the Equality Act.
Equal Opportunities	Reviewed annually by Governors.	Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & SRE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on Values Led Education. The RE policy reflects the requirements of the Guildford Diocese Agreed Syllabus for RE . Our SRE policy has been ratified by Governors and was agreed in consultation with parents through the parents forum and other communications.	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum.
Learning and Teaching	Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by Senior and Middle Leadership and ratified by Governors. There are regular lesson observations by teachers and peers.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.	Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.

The Specific Duties - Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc.	Pupils report feeling safe and well-looked after in school. There are virtually 0 reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings There is a link Governor for Equality and Inclusion. (Mrs Mel Wright)	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	96% of parents regularly liaise with the school through parent teacher consultations. Annual questionnaires receive an average (40%) response rate.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents. Creative ideas for reaching the 4% hard to engage with parents.

The Specific Duties - Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated in light of the Equalities Act and practices audited.	A cycle for policy review is held by FGB	HT / Chair of Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	December 2017	Assistant Head / Middle Leaders
Gender	To narrow the gap in attainment for boys and to identify trends of attainment for particular sub-groups based on race / disability etc.	Boys attainment continues to rise and meet targets.	July 2018	HT
Disability	Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	Autumn 2018	SENCO
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality. TAMHs training for all staff	July 2018	Assistant Head and HT
All	Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholder.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.	July 2018	HT / Governors

Appendix 2 - Disability Action Plan

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this scheme, disabled people were involved by consultation to parents who are disabled via questionnaires and parent workshops.

In the longer term, disabled people will be involved in the following ways:

- a consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- children and young people with disabilities have regular contact with SNA and report any issues to Headteacher.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

Gathering Information

Disabled pupils and staff are identified through self-declaration. Data protection legislation will be observed in sharing this information.

Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.
- The information about disabled parents and community users will be used to assess:
 - the effect of our policies and practices on the involvement of parents in their child's education
 - the effect of our policies and practices on the involvement of disabled users in community activities.
- Information on staff will be analysed in respect of the representation of disabled people:
 - in all aspects of the work of the school, for example: teaching, teaching support, administrative support;

The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what disabled staff and/or pupils may require;
 - provide role models for children and young people;
 - bring different life experiences and new skills to the school; and
 - help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- attainment and achievement of disabled learners
-

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met;

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governors activities.

Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies and procedures.

Action Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Establish a timescale for the review of policies, procedures and practices in light of the 2010 Disability Discrimination Act.	Relevant committee to review policies and procedures - see governor minutes	Review policies and procedures	NA	By July 2018	NA	Good procedures are in place
Establish systems for information gathering, in order to meet the six general duties outlined in the 2010 Disability Discrimination Act.	Chairman of PEC and Headteacher	Canvass opinion via questionnaires to stakeholders Act on information gathered from questionnaires	Questionnaires	By December 2018	Review January 2013 and resolve any outstanding issues highlighted by questionnaires	All will be aware of the needs of families at our school

The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

Duties to disabled pupils, staff and parents	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> disabled pupils¹? disabled staff? disabled parents, carers, governors, other disabled people who use the school or may want to? 	✓		HT Report to Govs
Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> promote equality of opportunity for disabled people? eliminate disability discrimination? eliminate disability-related harassment? promote positive attitudes towards disabled people? encourage participation by disabled people in public life? take steps to meet disabled people's needs, even if this requires more favourable treatment? 	✓		Notes from interviews Questionnaires
Disability equality duty: Specific duty			
Does the school have a disability equality scheme?	✓		DES
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?	✓		Questionnaire
Does the school's scheme show : <ul style="list-style-type: none"> how disabled people have been involved? how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - opportunities for, achievements of disabled pupils? how the school assesses the impact of its policies, current or proposed, on disability equality? the steps it is going to take to meet the general duty (the school's action plan)? how information will be used to support the review of the action plan and to inform subsequent schemes? 	✓ ✓ ✓ ✓ ✓ ✓		DES
Did the school implement the actions in its scheme within three years?	✓		
Does the GB: <ul style="list-style-type: none"> report on its scheme annually? review and revise its scheme every three years? 	✓ ✓		On school's website Gov minutes

Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk

Questionnaire

Date

Dear Parents

We want to make sure we are meeting the needs of all our pupils, parents and visitors in the best way possible. We are updating our Disability Equality Scheme which will set out how we are trying to improve things for disabled people where we can.

In order to achieve this, we are asking parents and carers associated with our School to complete the short questionnaire which is attached, which will help us identify ways in which we could meet your needs better in the future. If you wish to supply a more detailed response to any question, please tick the right-hand box and attach additional sheets to the questionnaire.

Under the Disability Discrimination Act 2005, disability is understood as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. If you think this applies to you, please let us know and feel free to suggest ways in which we could meet your needs better. All returned forms will be dealt with in strict confidence. Please contact the Office if you would like to discuss any disability issues relating to the school.

Yours sincerely,

Mrs Helen Southgate
Headteacher

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Questionnaire on Disability Issues

Question	Please circle response	Extra information (please tick)
Are you a parent or primary carer who has a disability?	Yes No	
Does this disability create difficulties getting to/from the school, moving about the school and/or going on school visits?	Yes No	
Does this disability effect hearing or eyesight and cause difficulty in accessing school information?	Yes No	
Do you think Thorpe School could improve equality of opportunity for disabled people? If yes, please provide further information.	Yes No	

Name (please print) :Date :

Please return to the school office as soon as possible.