

Carlton Central Infant School and Foundation Unit
MODEL EQUALITY POLICY
October 2016

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All learners are of equal value.

We at Carlton Central Infant School and Foundation Unit see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences 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

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We at Carlton Central Infant School and Foundation Unit intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We at Carlton Central Infant School and Foundation Unit ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we at Carlton Central Infant School and Foundation Unit take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We at Carlton Central Infant School and Foundation Unit engage with a range of groups and individuals 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. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Gay people as well as straight

Principle 7: Society as a whole should benefit

We at Carlton Central Infant School and Foundation Unit intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

Principle 8: We base our practices on sound evidence

We at Carlton Central Infant School and Foundation Unit maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We at Carlton Central Infant School and Foundation Unit formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability

- ethnicity, religion and culture
- gender

We at Carlton Central Infant School and Foundation Unit recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

SCHOOL CONTEXT

Carlton Central Infant School and Foundation Unit in Carlton is a smaller than average Infant school. In September 2016 its 194 pupils (30 of which are F1) come from an area with high levels of social disadvantage when compared to other Infant schools in Nottinghamshire. There are more than average pupils from minority ethnic groups (18.5%) and more than average whose first language is not English (6%) when compared with other Nottinghamshire schools. However, this is lower than the national average. The proportion of children with learning difficulties and/or disabilities is above the Nottinghamshire average and national average (22% SEN Support). The school is below the national average for the number of pupils who qualify for free school meals (11%). The Government introducing Universal Free School Meals for all under 7's has had a huge impact on parents / carers applying for Free School Meals. The gender split is 43% girls and 57% boys compared with 49% girls and 51% boys nationally. In September 2016 there are 30 members of staff – All staff are White/British.

Our vision

To be part of a diverse community in which each individual feels safe and valued, where parents / carers, staff, governors and children have mutual respect for each other.

Children are nurtured to develop self - esteem and become confident and happy members of society.

To embrace and celebrate everybody's individual quality.

To enthral and captivate children to spark their imagination through fun and memorable experiences.

To empower each individual to be resilient, reflective, resourceful and to work in reciprocity to become lifelong learners in order to reach their full potential.

LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help us to meet the duty:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Each subject area will be kept under review, including the resources available. We are making a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected and will be used to inform planning and provision to support individuals and groups of pupils. We also recognise the importance of scrutinising assessment materials for cultural bias.

ETHOS AND ORGANISATION

Equality and diversity principles run through all our day to day practices and be embedded in all our policies such as:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to antibullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions (linking to SEAL)
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion (linking to curriculum, participation etc.)

This section will be closely linked to the Guiding Principles section of this policy.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school has legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. We are using the adapted the Stephen Lawrence definition of racism.

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring the school complies with the legislation, and the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored.

The Head Teacher is responsible for the overall implementation of the policy on a day to day basis, but that this may be delegated as appropriate to a senior member of staff. The Head teacher is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of Carlton Central Infant and Nursery School through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

INFORMATION AND RESOURCES

The content of this policy is known by all stake-holders, including governors, staff, parents/carers, and pupils and each stake-holder group can actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity.

STAFF DEVELOPMENT AND TRAINING

All teachers and teaching assistants have received training regarding the Equality Act and dealing with racist incidents. Follow up training will be undertaken at least every two years

BREACHES OF THE POLICY

Any concerns or complaints about the implementation of the policy or any infringement of it will be dealt with immediately. The complaints policy is available on the website or a hard copy from the school office.

MONITORING AND EVALUATION

This policy will be reviewed regularly, not less than every two years.

DATE OF APPROVAL BY GOVERNING BODY: