



Equality Policy

Date adopted by the governing body	April 2022
Date to be reviewed	April 2025
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

Why we have developed this

This Equality Policy for Chantry Community Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development. The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

- Our children are Primary aged 4-11years
- Chantry Community Primary is a one-form entry school in Bexhill-on-Sea on the south coast.
- The school is slightly smaller than the national average with 206 (October 2021) pupils on roll, currently 49% of pupils are girls.
- 97% of pupils are white British. (Oct 21)
- The Free Schools Meals (FSM) percentage is 31%, (above the national average)
- 6% of children are from ethnic minorities, this is below the national average with only 2% of pupils whose first language is not English.
- Numbers on the SEND register supported on a statement or at school action plus is 17%.
- 1 pupil currently has an EHC Plan, (0.5%), below the national average.
- Mobility is low at 7%.
- Pupils feed into Chantry from a range of pre-school settings and there are established links to support this transition. Children arrive into EYFS with a wide range of skills and abilities.
- Attendance is at the above the national average at 92% (current national is 89%).
- Most pupils are from white, British families where socio-economic circumstances are below the national average.
- The deprivation indicator is 0.26, which is slightly above the national average of 0.24.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes¹.

The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality

Chantry Community Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all². We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child³ as well as recognising and accepting our duty to have due regard to the need to prevent people from

¹ <http://www.unicef.org/crc/>

² See Appendix A for further information about legislation

³ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors and contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- be involved in the development and review of the Policy
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this policy has involved our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

- Our pupils/students
 - Pupil Voice
 - School Council
 - Play Leaders
 - PSHE Curriculum
 - Assemblies
 - Links with local Churches (Church of England and Methodist)

- Our staff
 - Teachers
 - Teaching Assistants
 - Admin Staff
 - MDSA's
 - Caretaker

- Our school governors
 - Equality Governor – Richard Sage
 - SEN Governor – Richard Sage
 - Full Governing Body

- Parents/carers
 - Structured conversations
 - Parents Evenings
 - Website
 - Open Learning Sessions
 - Coffee mornings
 - Transfer meetings/annual reviews

- Minority, marginalised and potentially vulnerable groups
 - Specialist agencies (e.g. Advisory Teacher of sight Impairment/ISEND Team)
 - Educational Psychologist
 - School's Family Key Worker
 - Music Therapy Practitioner
 - TLG Coaching Mentors
 - Sam Sankey – 1:1

- Our partners in the community
 - Mrs Sage
 - Various parent helpers
 - Elise Liversedge (Governor) art volunteer
 - Base Personnel – collecting pupils for after school club each day

- Bexhill Environmental Group – visiting school and assisting with our outside environment.
- DLWP
- Ongoing
 - Regular visitors from our community partners
 - Encouraging volunteers from our parents and community
 - Close working relationships with outside agencies

How we developed our Policy - Using information

The engagement activities we undertook as outlined above told us:

- If a physically disabled student came to Chantry access to certain areas without utilising external slopes would not be possible.
- We work well with outside agencies to enable access to our curriculum.
- We work well with outside agencies to support those with specific needs.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

- CPOMS reports on hate incidents or bullying
- Attendance data
- Exclusion data
- ESCC Incident reporting tool
- Class tracker
- FFT Aspire

OfSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing pupils/students to respect others and contribute to wider society and life in Britain.

- Ofsted report October 2017
 - Pupils benefit from access to a broad and balanced curriculum. This helps them prepare securely for life in modern Britain.
 - Leaders are aware of the complex challenges facing some pupils and do all they can to reduce the impact of these on learning. Leaders work closely with families. Most parents appreciate the care that their children receive, especially when parents are facing difficulties themselves.
 - Disadvantaged pupils keep pace with their classmates. Some of them do better than their peers in some areas of the curriculum. This is because teachers are attentive to their needs and provide additional support to help them overcome any barriers to learning.
 - The progress of pupils who have special educational needs and/or disabilities is generally positive. The special educational needs coordinator (SENCo) is adept

at identifying pupils who are starting to struggle or fall behind. She ensures that professional external support, advice or guidance is sought so that specific help with communication difficulties or language development is provided quickly

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made⁴ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

⁴Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All hate incidents and bullying are reported and recorded using our online system CPOMS. This ensures that all incidents are followed up and actioned as appropriate. The system is monitored by the DSL's and they will communicate with all those involved including the parents/carers, in a timely manner. Upon investigation these incidents are then reported on via the East Sussex County Council portal.

Implementation, monitoring and reviewing

This policy was published on date of publication. It will be actively promoted and disseminated to all Staff and Parents, via email and the school website.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and with our equality data analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Appendix A.

Appendix A

EQUALITY OBJECTIVES: 2022 - 2025

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers via the updated Accessibility Policy	Disabled parents/carers	Gather and record information relating to required improvements. Complete Accessibility Policy and action plan	SLT, Gobs, Pupils and Parents	Ongoing	Signed off by Gobs by end of academic year
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group Ongoing tracking Produce Pupil Premium reports for FGB and website publication	All school staff	Ongoing	Reviewed ASP data and equality data report reviewed "Closing the Gap" with regard to achievement

Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	<p>Monitor attendance of girls at out-of-school hours sports clubs</p> <p>Survey girls and understand barriers to participation</p> <p>Increase opportunities for girls in competitive sport</p>	PE leader	Ongoing	<p>By July 2023: Increase percentage of girls taking part in sports clubs</p> <p>By July 2023: Increased percentage of girls in sports competitions</p> <p>By 2023-25: To further develop this percentage</p>
Fostering good relations	Religion	To promote understanding of different cultures and faiths (including no faith)	To develop pupils understanding of cultures across the world	All pupils	<p>Curriculum, collective worship.</p> <p>SLT to look into linking with African school.</p>	Headteacher	Ongoing	Links with local places of worship – ongoing.

Appendix B: Key legislation

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>