



Equality Policy

Signed Chair of Governors following approval by Governing Body:

Linette Hall

Date: 21st November 2016

Date next review due: November 2019

Person/Committee responsible for review: Governing Body

Equality Statement

We are a church school and, as such, we try to remember what Jesus taught us so that we can learn, live, work and play together happily. We want everyone at our school to feel happy and safe.

We want everyone to be excited about learning and to enjoy their time at school. We believe that everyone should get the help they need so that they can learn and grow as much as they can.

We believe that everyone should be treated equally and we expect everyone to do their best and to celebrate their own and other people's achievements

We expect all the adults and children in our school community to follow our Golden Rules.

Action Plan (from our School Development Plan).

To build a strong relationship between the whole school and its local community, to learn about and appreciate our role as part of the national and global communities and the importance of being a responsible citizen.

To ensure children experience positive images of own and other cultures and of self and others in order to develop equality of regard, tolerance and respect.

To enable children to celebrate and to begin to understand diversity and equality, and to relate to others with different needs and from different cultures and religions from their own.

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). The policy recognises that the school has a duty to remove discrimination, advance equality of opportunity and foster good relations, by integrating equality into the school's core priorities and functions.

This Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

To ensure success and meet the Public Sector Equality Duty the school will:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty [PSED]
- Publish Equality objectives and review them annually

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Equality Policy applies to anyone who has anything to do with our school including : staff, governors, pupils, parents/carers, visitors, others

The Equality Policy will also apply to all out of hours provision, breakfast club, after school clubs etc

We are committed to listening to our school and the wider community about all matters to do with Equality, including the development and evaluation of this policy and the action plan through our annual feedback process, through school council meetings and through informal feedback from the wider community.

The Equality Policy will be available on our website and the action plan will be published in our School Prospectus.

The Head teacher and the Safeguarding committee on behalf of the Governing Body will have responsibility for managing the Equality Policy

We will report on the Equality Policy annually to the Full Governing Body as part of our School Development Plan and a summary of our progress in implementing the action plan and the impact of our work will be placed in the following year's prospectus with the full report being placed on the website.

Profile of our school

- We have 29 girls and 30 boys currently in our school.
- Our school is currently wholly white/British with English as the first language of all the children. Years 2, 3, 4 and 5 and 6 learn French.
- We do not have a specialist unit in our school but each child is regarded as an individual and their progress is monitored so that any particular needs are identified as early as possible and a programme is devised for any child requiring additional support. This may be a medical, physical, learning, emotional or disability requirement.
- Our school is physically accessible and every attempt is made to ensure that accessibility is improved with any new building work.
- Our School Council has representatives from each year group from Reception to Year 6. These are elected, as is the leader. However, we quite often meet for council sessions as a whole school.

We will not publish information about our pupils or members of staff which may enable them to be identified. This is particularly relevant because there are very small numbers.

Nor will we publish information that might be misunderstood by people outside the school. It would be inappropriate to publish information which might be used to harm the school's reputation.

We will also keep our local context in mind in our response to legislation and the fact that we are a very small school. We will remain flexible in our approach.

Our statement of Purpose and our Golden Rules (see our website for a copy) are central to our whole school community and include many aspects which are pertinent to this policy. Every child and their adult/s at home sign the Home/School agreement alongside the Head teacher. This means that they have agreed to follow the rules. The children, with the staff, also wrote a 'consequences' document which backs up the Golden Rules. This document is

also part of the Home/School agreement. These documents are reviewed regularly with full consultation.

Ethnicity Equality Policy

What are the key Race Equality issues for our school?

A key issue for our school and our community is the fact that it is almost wholly white British in ethnicity. All our families are English speaking as is the whole village as far as we know. The issue is that we must ensure that we teach, model and encourage tolerance, respect and understanding through our rich and creative curriculum. Consultation with parents and inspection feedback indicates that we are fulfilling this responsibility.

What is our school's performance on Ethnicity and attainment?

Looking at attainment for children from different ethnic backgrounds is not currently relevant for our school.

What steps has the school taken to address racial incidents and racist bullying?

We have had no racist incidents in the last seven years.

What impact have we already had on race equality in our school?

- We have visitors in school from different ethnic backgrounds and we network with bigger schools who have a more multi-ethnic mix. This has enabled the children to meet, talk to and play with people.
- The school curriculum routinely covers learning about people, their lives, faiths, customs, homes, everyday activities from a range of cultures and backgrounds?
- We ensure that children understand that our own country is made up of a wide range of ethnic backgrounds and that these include people whose families have lived in Britain for generations just like theirs. We celebrate and learn about similarities differences between ourselves and between all sorts of people so that children are aware that difference can be a very positive and exciting thing.
- Staff have had training in race equality and the feedback was very positive in that we were able to identify topics in our rolling programme where important skills to do with tolerance, respect and understanding could be taught and activities planned for which would enable children to explore aspects of ethnicity and prejudice in a safe and secure environment. As a result of the training we bought some resources for children to play with which celebrate diversity.
- The school welcome visitors from diverse ethnic backgrounds and we ensure that the children understand something about the visitors' backgrounds in order that stereotypical misconceptions are not reinforced.

- We include learning about other cultures in our topics rather than just celebrating festivals or generalising. We also try to ensure that the children are aware of the diversity within cultures and countries.
- The school uses an enquiring approach to all learning based on Philosophy for children.
- We have puppets and figures which we use for inspiring discussion?
- We talk about racism as part of our work on prejudice of all kinds and our golden Rules are very clear about respect and kindness?
- The school would support pupils who have English as an additional language in the same way that we support all children, by meeting their particular needs and taking them to the next step in their learning?

Disability Equality Policy

Social and medical models of disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.



The social model focuses on the social environment and it is some people to be disabled:



With thanks to Stockton-on-Tees for diagram

What is a disability and how many disabled people are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias

- Arthritis
- Acquired brain injuries.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

The Governors include accessibility in their thinking about any improvements to the school and attempts are made to consult with people in order to help inform us.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are the key issues for our school?

- We have safe recruitment practises which look at the best person for the job. If the person had a disability the school would put strategies in place to support the member of staff.
- Classroom layout is thought about and any changes to routine or teaching and learning strategies which will benefit a pupil or member of staff are implemented.
- New staff are able to record disability when they are appointed.
- Our staff have a shared understanding of what disability is.
- We involve these groups in developing the scheme and action plan through our School Development Plan.

What is our school's performance on Disability and attainment?

We monitor the progress and achievement of children carefully, including those with a disability. Programmes to support their learning are put in place if necessary. Children with additional needs make good progress.

What steps have we taken to address incidents bullying against disabled people or that promote stigma about disability?

Any incidents of children being unkind to anyone for any reason are dealt with clearly and fairly by staff. The children have developed the Golden Rules and the consequences for not following them and these are embedded in the way people treat each other.

What impact have we already had on disability equality in our school?

We have ensured that disability is included in our teaching and learning. The children have experience of disability and we role model positive, inclusive behaviour which they follow and older children model to younger children. We promote and celebrate the achievements of disabled people eg Olympics

Gender Equality Policy

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them. In Cumbria there are a number of persistent gender inequalities which could be influenced positively by a school adopting a conscious Gender Equality policy. These include:

- Attitudes towards domestic and sexual violence.
- Reduction of gender segregation in employment
- Reduction of gender gaps in attainment and reduction of gender preferences for specific subjects.
- Development of healthy lifestyles that prevent future health risks that males and females are likely to suffer from in later life.

What are the key issues for our school?

Key issues in school are the same as society as a whole, that of equality of regard irrespective of gender etc.

What is our school's performance on Gender and attainment?

Our performance in terms of gender changes year on year because our numbers are small and are therefore not reliable as a way of judging trends or groups.

What impact have we already had on gender equality in our school?

- We always challenge stereotyping, no matter how minor eg pink is a girls' colour.
- Girls and boys are included in sports teams.
- We have ensured that girls (and some boys) are now more proactive and confident about making contributions to discussions and that we have a more practical, creative curriculum which makes accessing learning more effective for some boys (and girls).
- We teach mutual respect and regard and model this in school as we have both male and female staff.
- Boys and girls are encouraged to develop a diversity of role models, and sex and relationship education addresses how women and men should treat each other.

Sexual Orientation Equality Policy (Including Transgender)

Approximately 3% of the population are Lesbian, Gay or Bisexual. In Cumbria this is about 15,000 people. Developing an inclusive approach to understanding Sexual Orientation and Gender Reassignment is critical to achieving Equality.

Lesbian, Gay and Bisexual young people have the same needs as all other young people - they want to feel safe, included and are able to fulfill their potential. The whole school should be involved in creating an atmosphere where everyone feels they can be themselves.

Homophobic bullying

Stonewall's 2007 research *The School Report* found that almost two thirds of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools and 98 per cent hear phrases like 'That's so gay' or 'You're so gay'. School staff should also be aware of the consequences and what they can do. Stonewall's guide on *Challenging homophobic language and guidance*

Lesbian, gay and bisexual issues in the curriculum

The most effective way to prevent homophobic bullying and to ensure Lesbian, Gay and Bisexual young feel included and have the information they need to stay safe, is making the curriculum inclusive of Lesbian, Gay and Bisexual issues.

Stonewall's 2009 report *The Teachers' Report* found that more than nine in ten secondary school teachers say Lesbian and Gay issues should be addressed in schools.

What are the key issues for our school?

As above.

What steps have we taken to address homophobic bullying or language and behaviour to reduce homophobia in society?

Our school would regard this in the same way as any other equality issue, people must be respected and regarded equally and supported.

What impact have we already had on addressing Sexual Orientation and Equality in our school?

- We include same sex relationships when talking about different families.
- We use the strategies outlined in the other areas of Equality above.

Age Equality Policy

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grand parents, and that age equality can apply to norms and expectations that parents fit a standardised age group.

What are the key issues for our school?

Using the community in order to promote equality of regard, tolerance and respect for people of all different ages is very important to us.

What impact have we already had on age equality in our school?

- We have ensured that the children are involved in decisions made about them and their locality.
- We teach older children to support younger ones and give them opportunities to do this
- Ensuring CPD opportunities are available to all staff, regardless of their career stage.

Religion/Belief Equality Policy

The Equality Act recognises that Religion and Belief as a Protected Characteristic. Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

All policies need to ensure that they do not treat any person unfairly on the grounds of their Religion and Belief, and that where a person belongs to a religious minority, their faith is taken into account.

The policy also needs to treat atheists and agnostics on an equal footing to people who profess a faith. Also schools need to consider faith in relation to the curriculum.

What are the key issues for our school?

As a Church of England school we have at our core the Christian principal of love. The teaching of tolerance, respect and equality of regard is central to that principal.

What impact have we already had on religion/belief equality in our school?

- Religion and Belief are addressed in a balanced manner in discussions across the curriculum. Eg we visited a Buddhist temple when studying Buddhism as well as a church when looking at Christian signs and symbols.
- We use a range of teaching aids used to promote awareness of the world's main faith groups.
- Alternatives to religion are given fair treatment in the course of class discussions and RE lessons and thoughts are included with prayers.

Pregnancy and Maternity

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

- We ensure that we do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated on those grounds.
- Female members of staff are already covered under existing employment legislation.
- We support children and families who are expecting and then have a new baby and welcome their new brother or sister in our newsletter.

Good Relations Policy

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

What is meant by good relations?

Good relations between people from different backgrounds exist when:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities
- There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity.

Schools and their communities

Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links
- We are part of a local cluster group.

We have had a positive effect on community cohesion in our school through:

Teaching, learning and curriculum

- Promoting shared values – Our Golden Rules and Statement of Purpose
- Building pupils' understanding of their own identity and the diversity around them – Topics such as Ourselves, Where We Live
- Having high expectations of all pupils – In terms of attitude to learning, motivation, achievement and behaviour
- Skilling pupils to challenge prejudice, discrimination and stereotyping – By modelling language and attitude and by giving experiences of talking to and working with a range of different adults and children through visits and visitors

Equity and excellence

- Analysing assessment results to identify performance of different groups and ensuring that programmes of support are implemented when necessary.
- Tackling underperformance by any particular group through identification of a gap and ensuring that programmes of support are implemented when necessary.
- Removing barriers to access to the school for all groups by identifying the barrier and changing our practice or environment in order to overcome it.

Engagement with extended services

- Building positive relations with different groups through engaging with outside agencies and coaches, arranging residentials and visits and after school clubs and by ensuring the continuation of our Breakfast Club as a service.
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups by involving the children in as many local events as we can.
- Enabling the pupil voice to be heard and enable change through the school council and by ensuring that the children are consulted about local issues.

Culgaith CE School

Accessibility Plan

Priority Area	Actions	Who?	By When?
Access audit	<input type="checkbox"/> Audit accessibility <input type="checkbox"/> Highlight areas of concern <input type="checkbox"/> Produce accessibility plan	School Administrator Safeguarding committee	Annual
Ensure the school website and other communications are accessible to all	<input type="checkbox"/> Assess the site with particular account of parental needs <input type="checkbox"/> Assess the site for needs of the visually impaired <input type="checkbox"/> Agree on, and instigate appropriate improvements <input type="checkbox"/> Add large print option statement on letters, etc as a permanent footnote <input type="checkbox"/> Add large print option statement on newsletter as a permanent footnote	SD & DD Web consultant DD	Summer 2017 November 2016
Improve access for wheelchair users	<input type="checkbox"/> Assess possibilities of making staff/adult toilet more accessible to wheelchair users	Safeguarding committee with reference to a wheelchair user's experience.	Spring 2017
Ensure all children have full access to the whole curriculum	<input type="checkbox"/> Audit of children's needs <input type="checkbox"/> Audit resources and equipment <input type="checkbox"/> Budget allocation and funding to meet requirements	Head Teacher and staff	Annual