

# Crofton Infants' School



## Equality Statement

## Schools aims and values

This statement sets out our commitment to promoting equality and eliminating discrimination and harassment and is in line with our Safeguarding/Child protection Policy.

*At Crofton Infants School we will strive to ensure everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.*

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality

- Treating all those within the school community ( pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

## Equality Legislation

This statement ensures that Crofton Infants School meets the statutory obligations under the equality duties outlined below. The key pieces of equality legislation are:

**The Equality Act 2010** replaces all existing legislation and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. The Equality Act extends the prohibition for directly or indirectly discriminating to what are now termed 'protected characteristics'. These characteristics cover:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion or belief ( including lack of belief)
- Sex
- Sexual orientation
- Pregnancy or maternity

**The Equality Act 2016** amends the Sex Discrimination Act to place a statutory duty on us when carrying out our function, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

**The Disability Discrimination Act 2005** states that we should in carrying out our functions have due regard to the need to

- Eliminate unlawful disability discrimination
- Eliminate disability related harassment
- Promote equality of opportunity between disabled people and others
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

**The Race Relations Amendment Act 2000** states that we should carry out our functions, have due regard to the need:

- To eliminate unlawful racial discrimination: and
- To promote equality of opportunity and good relations between persons of different racial groups

**Duty to Promote Community Cohesion.** The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. We therefore ensure that all staff are trained in the procedures to follow, if they are alerted to any concerns in regard to hate crimes in relation to ethnicity or cultural and religious differences.

### **Roles and Responsibilities**

This equality statement links to other specific policies and action plans that the school produces including the school improvement plan. It outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff. Introduction to this statement will be included in induction arrangements for all staff new to the school. School induction procedures highlight duties implied by this statement in the same way as child protection, health and safety and behaviour policies form part of the induction process.

**The headteacher and Senior management team** will demonstrate through their personal leadership the importance of this statement. They will ensure that all staff are aware of the statement and understand their role and responsibilities in relation to it.

**The governing body** has agreed this statement and will assess and monitor the impact of the scheme annually.

**All Staff** will familiarise themselves with this statement and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the statement for their planning, teaching and learning strategies as well as for behavioural issues.

**Pupils** will be made aware of how the statement applies to them in an age appropriate way. They will learn to treat each other with respect and have confidence to report incidents to adults.

**Parents/carers** will be encouraged to participate fully in implementing the equality statement within the school- particularly by reinforcing its ethos at home.

### **Breach of the statement**

We will ensure that all governors, staff, pupils and parents are aware of our commitment to promoting equality and diversity. All persons covered by the statement will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the statement – in the first instance to the headteacher and or a member of the leadership team.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special education needs and ability.
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special education needs and ability;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference
- Refusal to cooperate with other people on grounds of gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special education needs and ability.
- Failure to deal with incidents that occur age related discrimination.

### **Behaviour Policy**

The school has a positive behaviour policy that the whole school community are aware of and are expected to promote and maintain. This should be applied consistently by all staff.

### **The Curriculum**

The school aims to ensure that all learners access a broad and balanced curriculum. Appropriate differentiation offers challenge for the more able learners and scaffolding for low attainers. Support is also given in the form of intervention strategies. This is monitored through;

- Regular assessments of pupils learning and using this information to track progress.
- The use of contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitoring achievement data by ethnicity, gender, and disability and action any gaps;
- Taking account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensuring equality of access for all pupils and prepare them for life in a diverse society;

- Using materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping;
- Promoting attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Promoting opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seeking to involve all parents in supporting their child's education;
- Including teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Recruitment procedures as well as allocating Teaching and Learning responsibilities or reevaluating staff structures are free from discrimination.

Actions to ensure this commitment is met include;

- Continued professional development opportunities for all staff;
- Senior leadership Team support to ensure equality of opportunity.