



Equality Policy

And ACTION PLAN

Re-written 1/10/2020

Accepted	Date Accepted	Review Date

Vision Statement

“Learn not for school, but for life”

We are a supportive church school community where every individual is accepted, their interests encouraged, and where everyone is supported to learn to believe in themselves. Through varied and creative learning experiences, we want our children to be successful and resilient, now and in their future, both in this unique community and further afield.

Our Christian values of Friendship, Respect and Fairness run through all of our teaching and learning and help us to understand that we can all make a positive difference to our world.

BIBLE QUOTE TO FOLLOW; TEAMWORK/UNITY

1 Introduction

Coatham CE Primary School has developed this Equality Policy to help us to meet our duties under the:

- Equality Act (2010)

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas. By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

For schools and academies, the public sector equality duty has replaced the three separate duties on race, disability and gender.

Our Equality Policy sets out the overarching principles of our approach to meeting the requirements of our public sector equality duty and in creating an inclusive whole school environment as well as meeting our responsibility to promote community cohesion on school governing bodies.

Our school is committed to meeting its public sector statutory duties as detailed in the Equality Act 2010. We understand that the duties apply to curriculum delivery, service delivery (including all aspects of our wider community) and employment and staff management as well as policy development and implementation.

2 Key Points of Policy

2.1 These key points of the Equality Act (2010) are the key elements of our Equality Policy, which inform all other relevant school policies, in particular:

- Anti-Bullying Policy, Behaviour Policy, Safeguarding Policy, Child Protection Policy, SEND Policy, SEND Action Plan, Accessibility Plan, RSHE Policy, Staff Conduct Policy, Recruitment Policy, Pay Policy.

2.2 Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil or staff member by treating them less favourably because of their:

- sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

2.3 Association It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil or staff member is associated.

2.4 Perception It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken.

3 Procedures

3.1 Unlawful Behaviour The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. We will ensure that none of these behaviours are committed by school staff.

3.2 Having Due Regard Our duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought will be given to the equality implications.

3.3 Advancing Equality of Opportunity

We will ensure, through our school policies and practices that:

- (a) we remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have (for example disabled pupils, or gay pupils who are being subjected to homophobic bullying)
- (b) take steps to meet the particular needs of people who have a particular characteristic (for example enabling Muslim pupils to pray at prescribed times)
- (c) encourage people who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in the full range of school societies).

3.4 Community cohesion

In addition to addressing the duties outlined above, we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them

- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

3.5 Roles and Responsibilities

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this Policy.

Commitment to implementation

Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality policy and action plan as broadly as appropriate; this will be done through the school website, this policy and reports to the Local Governing Body.

3.6 Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact on the wider community. We have involved a number of staff, pupils and parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

3.7 Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

All school data will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

4 Priorities and action plan

See overleaf

Priority 2020-21	Category	Background	Action	By whom	Review notes annual
1.Ensure children's understanding of sex, race, disability, religion or belief, sexual orientation, gender reassignment is age appropriate	Curriculum	Implementation of new RSHE curriculum 2020-21	Consultation with parents/carers and stakeholders. Formualtion and delivery of RSHE curriculum, alongside RAC Curriculum4Life programme	HT GB Subject Leaders Staff	
2. Ensure that all children have access to all curriculum areas and all children make predicted progress	Curriculum	Review of curriculum access 2019-21, particularly focussed on how children receiving additional provision can access all curriculum areas	Monitoring of provision (half-termly) Monitoring of progress of all children in all subject areas (half-termly) Monitoring of SEND provision and achievement and implementation of provision change (half-termly)	SLT GB Subject Leaders SENDco	
4. Encourage male role models in school and staff/governors from different cultures	Pastoral	East Cleveland has a low ethnic minority population Mainly female staff	Analysis of staffing, Encourage visits of male Governors Find opportunities for children to work with male members of staff and visitors and those from other ethnic groups/ different faiths	SLT GB	
5. Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority.	Pastoral	Racist incidents are rare and tend to be one off names but need to be eradicated	Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority. Workshops for children on equality	HT GB Staff	

Appendix 1 2020-21

Characteristic	Total	Breakdown
Number of pupils	236	Number and 49% of female Number and 51% of male
Number of staff	33	90% female 10% male
Number of governors	12	72% female 28% male
Religious character	none	
Attainment on entry compared to local and national %s		Children enter nursery at 3 years old with the majority working at below age expected levels.
Mobility of school population (Raiseonline)	94.1	
Pupils eligible for FSMs	34	17%
Deprivation factor	0.14	
Disabled pupils	0	
SEN pupils – School Action	15	
SEN pupils – School Action Plus	9	
SEN pupils – Statement	2	
Disabled staff	0	
BME pupils	4	
BME staff	0	
Pupils who speak English as an additional language	1	
Attendance %	96.5%	Oct 12
Significant partnerships		Galileo MAT Diocese of York
Awards, accreditations, specialist status		Healthy Schools, Gold Travel Plan, Active Schools Gold , AfA Mark