



## **CAMPTON LOWER SCHOOL**

### **A POLICY STATEMENT FOR EQUALITY**

#### **Equal Opportunities Statement of Commitment**

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief, in line with the Equality Act 2010.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

#### **Aims and objectives**

The governing body and school aim to:

- carry out its legal duty in complying with the Equality Act 2010;
- reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- ensure that equality remains high on the school's strategic agenda;
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- ensure all staff work together with a shared sense of purpose to meet the needs of every pupil;
- ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure. All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

#### **Pupils and the curriculum**

- The school follows local authority pupil admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin.
- The school curriculum reflects the culturally diverse society to which pupils belong locally and more widely and of which they will become adult members.
- The school ensure pupils have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity informs the whole of the curriculum such issues are taken into account in planning the curriculum.

## **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.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development.

## **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

## **Governing Body**

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A committee member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the equality duty under review for example, in terms of standards, curriculum, admissions, exclusions. Governors annually review the Equality Policy.

## **Headteacher**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

## **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

## **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

## **Monitoring, review and evaluation**

Governors have a duty to ensure that policies are regularly monitored and reviewed. Monitoring is an essential aspect of this policy, as it provides important information by which the school can measure its performance against its aims and objectives.

Statistical information may be used to enable the governors and head teacher to detect where potential or actual imbalances exist and to take steps to correct them. We therefore collect and analyse a range of equality information for our pupils for example attainment and progress data, attendance data, behaviour, racist and bullying incidents. Ensuring that these are analysed by ethnicity, disability, gender, free school meals (FSM).

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Monitoring with respect to employment will be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:

- composition of the school staff;
- recruitment trends;
- take up of training opportunities;
- promotion patterns;
- use of complaints procedure;
- use of grievance, disciplinary, harassment etc;
- use of sanctions;

Exit interviews can also provide further helpful information and feedback. The Headteacher will carry out exit interviews that cover:

- Reasons for leaving
- Fitness of job description for the post
- Appropriate qualifications are required for the level of post
- Effectiveness of support/ professional development given
- What would improve the post for another post holder
- Any other information that the leadership of the school needs to be aware of

Date policy agreed \_\_\_\_\_

Signed \_\_\_\_\_

Date of Commencement of the Policy March 2017

Date of Endorsement by the Governing Body March 2017

Date to Review March 2019