



Equality Scheme

Policy Control	
Responsible Person:	Headteacher
Responsible Governor Team:	Resources
Approved by Governors:	October 2016
Date due for review:	October 2019

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our School Values

Goudhurst and Kilndown Church of England Primary School values

Community • Friendship • Joy • Love • Peace • Trust

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

Equality Scheme

Why we have developed this Equality Scheme

This Equality Scheme for Goudhurst & Kilndown Church of England School brings together schemes and action plans for Race, Gender and Disability equality, meeting the statutory duties in these areas. However, it goes far beyond these strands to include sexuality, religion & faith, age and any other aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments.

Our equality scheme is inclusive of our whole school community – pupils/students, staff, parents/carers and visitors.

The purpose of this Scheme is to set out how our practice and policies can address discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it.

This scheme will be monitored regularly and its impact assessed when it is reviewed every three years.

Overall aims of our scheme

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

To ensure that equality and inclusive practice are embedded across all aspects of school life the scheme is organised using the five Every Child Matters themes (DCSF)

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

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

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Underlying our diversity lies commonality and shared values, aspirations and needs. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our vision statement

Goudhurst & Kilndown Church of England 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 duties and responsibilities to eliminate discrimination and promote equality, including the requirement to involve the whole school community in the process in order to ensure better outcomes for all.

Our statutory duties are contained within:

- The Equality Bill (introduced to the House of Commons in April 2009 and anticipated to be enacted April 2010)
- Equality Act 2006 (which introduced the gender equality duty)
- Race Relations (amendment) Act 2000

- Disability Discrimination Act 2005
- Education and Inspections Act 2006
- Education and Inspection Act 2006 (which introduced the Community Cohesion duty)

They are also guided and shaped by a range of other national and local initiatives such as Every Child Matters – Change for Children¹ and The Children’s Plan².

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, including the provision of extended services.

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Scheme
- oversee the effective implementation of the scheme
- ensure staff have access to training which helps to implement the scheme
- develop partnerships with external agencies regarding the policy so that the school’s actions are in line with the best advice available
- ensure that all members of staff and of the governing body are kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- support the Headteacher in implementing the policy and any actions that may arise from its implementation
- evaluate and review this scheme every three years

Our pupils will:

- be expected to act in accordance with the scheme

Our parents/carers will:

- be encouraged to actively support the scheme
- be encouraged to attend any relevant meetings and activities related to the scheme
- be informed of any incident related to this scheme which could directly affect their child

Our school staff will:

¹ Every Child Matters – Change for Children

² The Children’s Plan. Building Brighter Futures. Dept of Children Schools and Families (DCSF) 2007

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

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. 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.

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.

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.

Responding to equality-related incidents

We recognise that prejudice-driven harassment or bullying behaviour is underpinned 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, homophobia, ageism or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and as a 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 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 and collate information about all incidents and will report as required to the local authority and external agencies in line with the county-wide *Hate Crime Reporting Process*. We and the County Council 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.

Implementation, monitoring and reviewing

This scheme was published on 7th October 2016. It will be actively promoted and disseminated.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this scheme.

Action Plan 2016-17

Duty addressed:	Aim and how it was identified:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Outcome(s):
Gender	To ensure that all groups of children are equally involved in physical activity	All groups of children	Identify and monitor attendance of all groups of children at out-of-school hours sports clubs Survey identified children and understand barriers to participation	MM	Sep 16- July 17 Ongoing	Improved participation of identified children in targeted sports activities
Race	To prevent and respond to all incidents of racism and racist bullying	Whole school and specifically pupils/students from BME backgrounds	To review and update existing policies and practice relating to race equality and racism. (Opportunity to carry out EQIA).	(Senior Leadership Team (SLT)	Ongoing	New system for recording racist incidents in line with county process
Disability	That disability is not a barrier to progress within the school	Those with disabilities	Collate and analyse data relating to attainment by target group Work with School Improvement Service to identify strategies to improve attainment of this group	SLT	Ongoing	Unhindered attainment

Appendix A Key legislation

Area	Legislation
Age	Employment Equality (Age) Regulations 2006
Disability	Disability Discrimination Act (DDA) 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender	Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations Amendment Act 2000
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006
All equality strands	Equalities Bill

Race - Race Relations (Amendment) Act 2000

General duties

- To eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good relations between people of different racial groups

Specific duties

- To prepare a written race equalities policy
- To implement the policy
- To monitor and evaluate the policy's impact

Disability - Disability Discrimination Act 2005

The SEN and Disability Act 2001 amended the SEN framework set out in the Education Act 1996, and extended the Disability Discrimination Act (DDA) 1995 to cover the provision of education. Since 2002, three sets of duties have combined to provide the statutory framework that underpins equality of opportunity for disabled pupils in accessing school education. The duties around discrimination, planning, SEN and promotion of

equalities combine to provide the statutory framework underpinning equality of opportunity for disabled pupils.

Funding is available to help schools comply with accessibility and planning.

General duties

- To promote equality of opportunity between disabled people and other people
- To eliminate discrimination that is unlawful under the Disability Discrimination Act
- To eliminate harassment of disabled people that is related to their disability
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take steps to meet disabled people's needs, even if this requires more favourable treatment

Specific duties

- To prepare and publish a disability equality scheme
- To involve disabled people in the development of a scheme
- To implement the scheme
- To report on the scheme annually
- To review the scheme every three years
- To develop an accessibility plan

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into the Disability Equality Scheme. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Disability Equality Scheme.

Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level

- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Gender - Equality Act 2006

General duties

- To take action to eliminate unlawful sex discrimination between men and women
- To promote equality of opportunity between men and women including transgender people.

Specific duties

- To publish a gender equalities scheme with agreed gender equalities action
- To ensure equal pay by gender
- To gather and use information on how policies and practices affect gender equality
- To consult stakeholders and use that information to identify objectives
- To implement identified actions within three years and to report annually on the scheme

Sexual orientation

The Equality Act 2006 (Sexual Orientation) Regulations 2007

The regulations make it unlawful for a school to discriminate against a person on the grounds of their sexual orientation:

- In the terms on which it offers to admit him or her as a pupil or to accept him or her as a member of staff
- By refusing to accept an application either to admit him or her as a pupil or as a member of staff
- In the way in which any member of the school community is afforded access to any benefit, facility or service
- By refusing access to any benefit, facility or service
- By excluding, suspending or dismissing him or her
- By subjecting him or her to any other detriment

Discrimination is unlawful in civil law rather than being an offence.

Religion or belief

The Equality Act 2006 Part 2: Discrimination on Grounds of Religion or Belief

The Act provides that schools (unless in relation to certain exempted areas which are expanded on in *Appendix D*) will not be allowed to admit or refuse to admit pupils on the basis of religion or belief; and must treat pupils equally, irrespective of their own or their parents' religion or belief or lack of it. Furthermore, the Act makes illegal either direct discrimination (by treating a person less favourably on the grounds of their religion or belief) or indirect discrimination through the application of a provision, criterion or practice which, although it is applied equally to everybody, puts people of a particular religion or belief at a disadvantage. These regulations apply to both adults and young people within

the school community. To enable faith schools to continue to operate in accordance with their particular religious ethos, limited exceptions to the non-discrimination provisions have been introduced. There are also exemptions relating to the curriculum and collective worship. Go to www.governor.net.co.uk for more detail, including examples of best practice.

Age - The Employment Equality (Age) Regulations 2006

The Regulations came into force on 1 October 2006 and provide protection for all age groups: young, old and middle-aged. They provide four key areas of protection: direct discrimination, indirect discrimination, harassment and victimisation.

Direct Age Discrimination: This amounts to less favourable treatment on the grounds of an individual's age, which can be a person's actual or perceived age.

Indirect Age Discrimination: The Regulations protect those who suffer from discrimination as a result of the application of a criteria, policy rule or practice, which although applied to all employees, has the effect of disadvantaging people of a particular age. An example here is the criminal statement that an applicant must have 15 years' experience, which disadvantages younger people.

Harassment and Victimisation: In addition to compliance with these regulations, schools can support their duty to promote community cohesion by ensuring that volunteers and visitors (including those invited to enrich the curriculum) are representative of all ages, including older people. They should ensure that all parents/carers and visitors are aware of and able to uphold the school's equal opportunities policy.