



Equal Opportunities Policy and Equality Scheme

Reviewed - June 2017
Next review - June 2020

The Equality Act (2010) was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995. Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010. These are known as protected characteristics and are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specific duty

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

At Coxheath, our ethos vision and values, ensure that every pupil and teacher is given an equal opportunity to achieve their limitless potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

Objectives

- To promote a positive self image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- Ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

Direct & Indirect Discrimination

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. However, indirect discrimination can be more difficult to detect. Examples include:

- An advertisement for new teaching staff which requires "applicants to be more than 5'10" tall".
This is unlawful sex discrimination as the majority of women are under 5'10" in height and would be denied the same opportunity as men.
- An admittance policy for pupils stating that "children must speak excellent English".
This is unlawful racial discrimination as it is likely to preclude candidates from other countries/races.

Where doubt exists, ask a member of SLT.

Staff

The schools value diversity amongst the staff. In all staff appointments, the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice.

Inclusion at Coxheath Primary School

Coxheath Primary School maintains an inclusive approach to education and we aim to provide equality of opportunity for all children. We believe that 'Potential is Limitless' for all children. All children are valued, respected and welcomed to the school whatever their additional educational need. (This may mean a specific learning, physical, behavioural and emotional, communication and language or health need.) More Able children, children who have English as an additional language and those on our pupil premium register are also recognised as having additional needs. There may also be stressful times such as illness, bereavement and family breakdowns when families and children require support. We will support their learning and ensure they are fully included in all school activities.

We recognise that there are some pupils who may require additional resources or extra support at some time in their primary school life and we aim to cater for the needs of all pupils. Early identification of a child's needs is made by close consultation with parents and pre-school settings from school entry. Individual pupils are monitored through teacher assessment, pupil progress meetings and provision mapping.

The school has a SENCO and Family Liaison Officer to offer support to parents/carers who may have concerns about their child's progress.

The school has a policy for Special Educational Needs (SEN) and follows the Code of Practice. When appropriate, referrals are made to specialist learning services, Early Help and medical services. Any referral to an outside agency is undertaken with parental consent.

Special Educational Needs and Disability (SEND)

The school has a policy for Special Educational Needs (SEN) and follows the Code of Practice. When appropriate, referrals are made to specialist learning services and medical services. Any referral to an outside agency is undertaken with parental consent. Further details can be found in our SEND Local Offer and SEN policy.

The staff work in partnership with parents/carers and pupils and liaise with external agencies to build upon pupil's strengths and develop the individual.

We promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school.

We are committed to ensuring that disabled pupils can participate in the school curriculum, school trips and take an active role in all extra-curricular activities. The school environment includes designated parking and step free access to the school building. There are designated disabled toilets and grab rails around the school so that pupils can develop independence in self-care skills. Our Accessibility Policy and Plan details facilities and future projects.

Equalities and Diversity

At Coxheath Primary we aim to create an inclusive culture for all staff, pupils, families and visitors to the school. We recognise respect and value people's differences and ensure that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. We promote equality and diversity treating all staff and students fairly ensuring equal access to opportunities to enable children and staff to fully participate in the learning process and achieve and equip children and staff with the skills to challenge inequality and discrimination.

English as an Additional Language (EAL)

We celebrate the fact that some of our children speak more than one language. We carefully monitor and track the progress of pupils with EAL to ensure they are not disadvantaged and recognise that they may require additional support to acquire the same competence in English as in their home language(s). This support is provided in class through carefully differentiated work and, where appropriate, through the additional support and specific teaching with a teaching assistant. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. We fully appreciate the necessity of a child retaining their first language and bonuses it brings.

At Coxheath Primary School teachers take action to help children who are learning English as an additional language by various means such as

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary and using visual prompts
- using 'Mantra Lingua' resources such as Talking Dictionaries and Talking Pens.
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;

Children in Need (ChiC)/Looked After Children

We provide a safe learning environment for our Looked after Pupils ensuring that their individual needs are met by maintaining good communication with those caring for the child, social services and support services. We commit to attending review meetings and ensuring the targets set on Personal Education Plans are integrated into school life.

More Able Pupils

We are committed to providing an environment which encourages all pupils, including more able pupils to pursue a high level of performance in academic and non-academic areas.

A high achiever can be usually defined as the top 5-10% of academic achievers however high achievers at Coxheath are also identified in non-academic areas.

We aim to encourage pupils to be independent learners, provide challenging work at an appropriate level and provide opportunities for pupils to work with like-minded peers both within school and the wider community.

Provision for pupils is through quality first teaching, differentiation and high challenge in the classroom, teacher expectation of pupil performance and additional learning in interventions.

Coxheath Primary is active and has strong links with the Maidstone Extended Learning Network. This means we not only work closely with local primary schools but also with local secondary schools. There are constant opportunities for pupils to attend inter school competitions and workshops on a local level and even a national level for art and sport as well as academic subjects.

June 2017

Coxheath Primary School

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Priority outcome 1: Eliminate racial discrimination, promote equality of opportunity and good relations across different racial groups in school.

	Actions	Impact	Deadline	Lead officer	Indicator of achievement	Comment
1.	Produce a written race equality policy and review on regular basis. See also Equality Scheme	School staff are aware of the need to tackle discrimination and to promote equality and good race relations across the whole area of school activity.	Ongoing	School Leadership Team	Race Equality Policy in place	LA guidelines are used to monitor and report racial incidents
2.	Race equality impact assessment is considered on all new and existing policy, procedures and practices with regard to pupils, staff, parents and governors. Particular emphasis is given to the attainment levels of pupils from different racial groups.	Enables the school to address the needs of diverse groups at risk of disadvantage, promote good relations between diverse communities, and set priorities accordingly	To be set by school leadership team (this is likely to be ongoing)	School Leadership Team	Pupil achievement tracked carefully Data analysed and appropriate strategies put in place	Continue to monitor policies, procedures and practices for adverse race impact
3.	Record racist incidents and to report them to the local authority on a regular basis.	Enables the school to tackle racially motivated incidents and bullying between diverse communities, and set priorities accordingly	Ongoing	Staff member responsible for collating racial incidents	Incidents recorded, investigated in the school and reported to the Authority	Continue to record, report and respond to racist incidents to encourage confidence of pupils and others that such issues are taken seriously by the school

Priority outcome 2: Promote equality of opportunity between disabled and other people; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by disabled people in public life; and take steps to meet disabled people's needs, even if this requires more favourable treatment.

	Actions	Impact	Deadline	Lead officer	Indicator of achievement	Comment
4.	See: Accessibility Plan Equality Scheme					

Priority outcome 3: Eliminate unlawful discrimination and harassment on the grounds of sex and promote equality of opportunity between women and men.

	Actions	Impact	Deadline	Lead officer	Indicator of achievement	Comment
5.	Produce a written gender equality policy and review on regular basis. (Included in Equality Scheme)	Scheme shows how the school intends to fulfill the general and specific gender equality duties.	On-going	School Leadership Team	Equality Scheme in place	
6.	Gender equality impact assessment is considered on all new and existing policy, procedures and practices with regard to pupils, staff, parents and governors. Particular emphasis is given to the attainment levels of girls and boys.	To enable the school to address the needs of diverse boys and girls at risk of disadvantage.	To be set by school leadership team (this is likely to be ongoing)	School Leadership team	Pupil achievement tracked carefully Data analysed and appropriate strategies put in place	Continue to monitor policies, procedures and practices for adverse gender impact