

Bell Farm Primary School

Equality Policy



Policy Introduction

This policy sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

School Context

Bell Farm is a mixed 3-form entry community primary school with a nursery, for children aged 3 to 11. The school is located in Hersham, near Walton-on-Thames and within Elmbridge Borough. We admit pupils from Hersham, Walton-on-Thames, Molesey and Weybridge. We are a level 2 Rights Respecting School, offering a Values-led curriculum based on the United Nations Convention on Rights of the child. This commitment supports all children no matter what their ability or disability might be. We aim to be an outstanding Rights Respecting (RR) comprehensive community school. The most recent Ofsted inspection in March 2015 rated the school as 'Good'.

Most of the children are of White British heritage and the proportion from minority ethnic groups is lower than the national average as is the number with English as an additional language, though numbers are increasing steadily. Our pupil numbers are evenly split between genders (49.7% male, 50.3% female). The proportion of pupils with special educational needs and/or disabilities is slightly below average as is the proportion in receipt of a statement of special educational needs or Education Health Care Plan. Most of these additional needs are concerned with social, emotional and mental health and physical disability. The proportion of pupils known to be eligible for free school meals is below average, as is the number of pupils who leave and join the school after the normal starting point in the Reception year.

Attendance is slightly above the national average and mobility is below the national average. We have high expectations with target setting, monitoring, reviewing and evaluating underpinning everything we do. Each year group has targets to raise achievement and children have individual targets. There is a positive, caring ethos in the school and a good relationship with parents.

Aims and values

Bell Farm aims to provide equality and excellence for all in order to promote the highest possible standards.

The school aims to work in partnership with parents in providing a secure and stimulating environment in which the children can develop intellectually, socially, emotionally, physically and spiritually through a range of experiences and opportunities. These take the form of a values led curriculum that is broad, balanced and creative, and in which high expectations and standards support each child's effort to achieve their full potential.

We expect a high standard of work and personal behaviour in a Rights Respecting environment that fosters co-operation, self-confidence, independence, tolerance, pride and above all, the desire to learn.

The School's approach to promoting equality

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) i.e. sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

Roles and Responsibilities

School Governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed

The headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents and carers know about it.
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and racial discrimination

All school staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with law on discrimination and taking up training and learning opportunities

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Keeping equality on the Parents/Teachers Association agenda through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying

- ensuring the above is explicit within our home school Policy

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Specific Duties

Monitoring, reviewing and assessing impact

The Headteacher and the Children and learning Committee of the Governing Body are responsible for equality and monitoring outcomes

This policy is supported by a Single Equality Scheme linked to the School Development Plan. It is monitored regularly and reviewed by staff and governors through a range of activities to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning a decision making. The policy is monitored through:

- Progress and attainment of significant groups of pupils
- Behaviour discipline and exclusion
- Pupils personal development and pastoral care
- Learning and teaching
- Admission and attendance
- Staff recruitment and personal development
- Partnerships with parents, carers and communities
- Chair of Governors monitors all recorded incidents on a termly basis

In general the principles of equality apply to all other school policies.

Source:

Babcock Guidance for Schools 2011 Implementing the Equality Act (2010) and developing the Single Equality Scheme in Surrey Schools

Status of Policy	Date
Created by: Babcock / Julie Bayfield	January 2012
Reviewed	February 2016
Agreed by Governors (F and R)	March 2016
Next review	March 2020 (every four years)