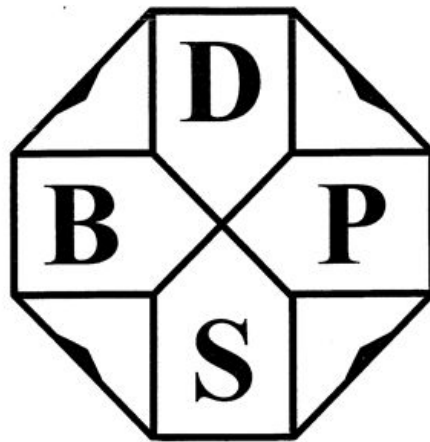


# Equality Policy & Objectives

Dunton Bassett Primary School



<b>Approved by:</b>	John Taylor, CoG	<b>Date:</b> March 2020
<b>Signed:</b>	<i>John Taylor</i>	
<b>Last reviewed on:</b>	March 2018	
<b>Next review due by:</b>	March 2024	

***“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” Archbishop Desmond Tutu February 2004***

At Dunton Bassett Primary School we believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live.

Dunton Bassett Primary School aims to provide an environment where all feel valued and free from discrimination, reflecting the world in all its rich diversity. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disablist and homophobic remarks. In fact we actively seek to combat all forms of negative discrimination.

Within the umbrella of inclusion we understand that, as individuals, children and adults alike all require some form of support. We recognise for some this may be specific and sometimes require the help of professionals and outside agencies. The school has worked hard to be as accessible as possible. However, should any individual encounter any difficulties with our provision we would actively seek to support them.

At Dunton Bassett Primary School we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents, carers and other professionals. We plan our curriculum to ensure that it echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve nationally and/or suffer discriminatory practice.

These groups include:

- girls and boys; transgender children;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);
- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented pupils;
- children ‘looked after’ by a local authority;
- other groups of children (such as sick children, young carers and children under stress, children from single parent families, children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

At Dunton Bassett Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and, in particular, all our pupils:

- make good progress and achieve
- are able to learn effectively without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad, balanced and rigorous curriculum
- feel safe, secure and happy within the school setting

We take seriously our legal duties regarding discrimination. When drawing up this policy we felt that, whilst this is a stand-alone document, equality permeates all aspects of school life and this document should therefore be read in conjunction with other policies.

### 1. How we eliminate discrimination and other conduct that is prohibited by the Act:

As a matter of course, Claybrooke Primary School staff members are reminded about the compliance and importance of the Single Equality Duty and ensure that all work undertaken complies and promotes equality of access and participation for all. Our policies and procedures demonstrate compliance with the Duty.

### 2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it:

Our policies and procedures articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying and our Charging and Remissions Policy outlines how financially-disadvantaged families can be assisted with payments etc.).

Below are the Gender, Race and Disability Schedules for targeted work / Equality Objectives throughout Claybrooke Primary School.

#### Cultural and race equality:

Action	By whom	By when	Expected Outcomes
Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.	SLT including English and maths coordinators	Ongoing each term	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage.
Continue to use PSHE, RE & CW to reinforce school ethos of equality, tolerance and understanding of all people.	All staff	Ongoing through curriculum	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to use RE topics to further develop understanding and respect for all religions.	All staff Monitored by RE Leader	Ongoing through curriculum	Ensure children continue to develop their understanding of all cultures and religions.
Continue to develop links with schools from different countries / cultures.	All staff RE coordinator	Ongoing through curriculum	Ensure children continue to develop their understanding of all cultures and religions.
Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary.	All staff	Ongoing Reported to full governing body each term.	Continued excellent levels of racial tolerance and understanding.
Ensure that all adverts re new positions are unbiased and promote racial equality.	Headteacher Business Manager	Ongoing	The equality of opportunity between ethnicities is promoted for all vacancies.

#### Gender Equality:

Action	By whom	By when	Expected Outcomes
Continuation of tracking both genders in all aspects of their achievement and attendance.	SLT including English, maths, SEN & HAPs leads	Ongoing each term	Ensure provision and progress for all groups is at expected or beyond standard. Ensure attendance of both genders is monitored and is in line with whole school percentage.
Continue to use PSHE, RE & CW to reinforce school ethos of equality, tolerance and understanding of all people.	All staff	Ongoing through curriculum	Ensure children continue to develop their levels of tolerance and understanding of all.
Continue to ensure subjects are equally accessible and promoted to both genders and monitor extracurricular participation is representative of both genders.	Monitored by all staff – ensure both genders are	Ongoing through curriculum and	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.

	involved in team sports.	enrichment provision	
Continue to monitor all sexist incidents and report any incidents to the governing body as necessary.	All staff	Report to governing body if occur.	Continued excellent levels of gender tolerance and understanding.
Ensure that all adverts re. new positions are unbiased and promote gender equality.	Headteacher Business Manager	Ongoing	The equality of opportunity between men and women is promoted for all vacancies.

### Disability Equality:

Action	By whom	By when	Expected Outcomes
Continuation of tracking all abilities including children with disabilities / SEN, in all aspects of their achievement and attendance.	Headteacher SENDCo	Ongoing each term	Ensure provision and progress for all groups is at expected or beyond standard. Ensure attendance of all SEND children is monitored and is at least at expected levels.
Continue to use PSHE/RE & CW to reinforce school ethos of equality, tolerance and understanding of all people	All staff	Ongoing through curriculum	Ensure children continue to develop their levels of tolerance and understanding of all.
Continue to ensure subjects are equally accessible and promoted to all regardless of any disabilities. Monitor enrichment curriculum participation is representative of all abilities.	Monitored by all staff	Ongoing through curriculum and enrichment provision	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor all incidents relating to persecution and report any incidents to the LA and governing body as necessary.	All staff	Ongoing	Continued excellent levels of disability inclusion awareness.
Continue to ensure persons with any disability are portrayed in a positive light throughout the school.	All Staff	Ongoing	Displays and work in school portray persons with disabilities in a positive light.
Ensure that access to every physical area of the school is appropriate for all persons in school regardless of any disability or alternative is provided due to limitations of access to the first floor.	Headteacher Governing Body	Ongoing	Annual health and safety audits show all areas as fully accessible or, dependant on disability, in consultation with the disabled person an acceptable alternative is provided.
To consult on views of disabled pupils/staff/governors to ensure that any required actions are taken.	Headteacher	As required	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.

As is highlighted above, our data tracking and target setting ensures that all 'groups' (e.g. gender, free-school meals, ethnicity etc.) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group' (for example, one-to-one or small group tuition is currently being provided to specific PP and CLA children to assist in narrowing the gap).

### **3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it:**

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc. is effective in fostering good relationships. Our work with neighbouring schools, multi-faith approaches, PSHE work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.

Evidence (September 2019 - December 2020)

- No reported racist incidents.
- No reported bullying incidents.
- No sexist or homophobic reported incidents.
- No reported incidents relating to disability discrimination.