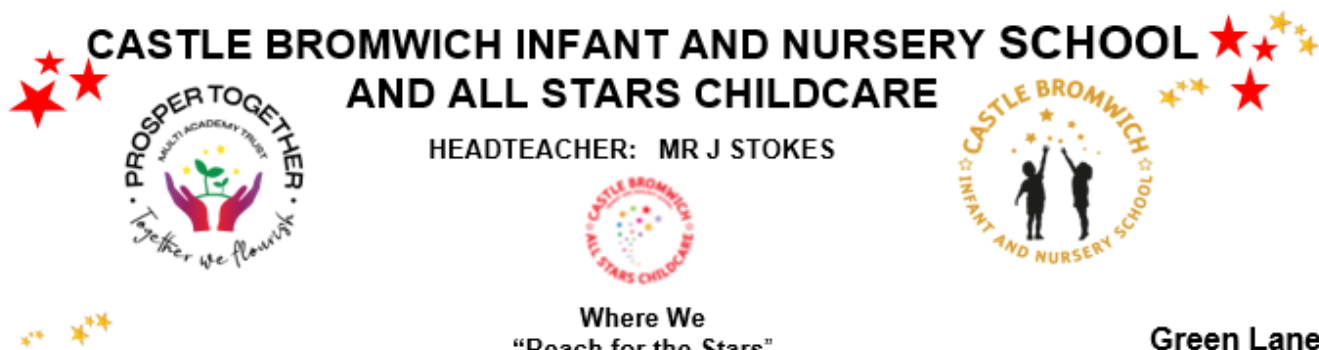




Equality Policy

January 2024

APPROVED BY GOVERNORS DATED.....
REVIEW DATE.....

Introduction

At Castle Bromwich Infant School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed. Adults should expect employment practices to be fair and transparent. Although the governing body, the academy trust and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, ALL employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

The definition of disability is broad: a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

Valuing Diversity

At Castle Bromwich Infant School, we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists, and it is for us to strongly address this, when and if it does. We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

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.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the The Equality Act 2010 (EqA), Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Gender Equality Duty (2006) and the more recent Equalities Act (2010) and Public Sector Equality Duty (2011). Under the Children and Families Act 2014 (CFA), schools have other, complementary responsibilities towards disabled children and young people and to those with special educational needs (SEN). . It is also informed by the SEND code of Practice 2014.

1 Aims and objectives

1.1 We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community.

1.2 We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.

1.3 We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

1.4 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

1.5 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.

1.6 We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.

1.7 We aim to challenge personal prejudice and stereotypical views whenever they occur.

1.8 We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

1.9 We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all

2 Racial equality

2.1 In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multicultural society.

2.2 We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures

2.2 We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

3 Disability non-discrimination

3.1 Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

3.2 The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning where possible.

3.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

3.4 We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3.5 Castle Bromwich Infant & Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

4 Monitoring and evaluation

We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. Castle Bromwich Infant School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- To promote cultural development and understanding through a varied range of experiences
- To tackle prejudice and promote understanding in relation to people with differences and disabilities
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities
- To narrow the gaps in attainment between certain protected and disadvantaged groups and the best attaining pupils
- To allow equal access to information for all parents/carers
- To ensure the school environment is accessible as possible to all pupils, staff and visitors.

5 The role of governors

5.1 In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

5.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving.

The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

5.3 The governing body seeks to ensure that people from the 'protected groups' as defined by, The Equality Act 2010 are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

5.4 The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

5.5 The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

Breaches of the policy Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body

6 Accessibility plan

The reasonable adjustments duty requires schools to think ahead and make adjustments so that individual disabled pupils can participate in the whole life of the school. The accessibility planning duty requires a more planned approach to opening up key aspects of the life of the school so that, over time, disabled pupils are more comprehensively included in the whole life of the school and fewer adjustments are needed for individual disabled pupils. The duty requires schools to draw up an accessibility plan that sets out how, over time, the school is going to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils; and
- make written information more accessible to disabled pupils by providing information in a range of different ways

At Castle Bromwich Infant School an Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated regularly in order to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;

- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school. Respect is one of the key values adopted by the school.
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The Accessibility part of this policy and the accessibility plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This policy should be read along with our School Improvement Plan, our SEN Local Offer and SEN policy.