



# St. John's Church of England Infant and Nursery School



*'Pathway to Learning and Success'*

## Equality Policy

This policy should be read in conjunction with the Access Plan and SEND Policy

### Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Written by: Laura Jablowski

Date: July 2015

Approved by:

Date:

Review due: July 2018



## **Introduction**

We have a number of responsibilities and duties under legislation relating to equality and diversity in the curriculum, to pupils, staff and visitors. (See appendix A for definitions.)

These legislations cover issues in relation to gender, age, race, disability, religion and belief, community cohesion, sexual orientation and gender reassignment. This scheme describes how we will promote equality, diversity and community cohesion in accordance with current legislation. (See appendix B)

## **The School Context**

The characteristics of the school

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## **Aims and values**

The ethos of the school, informed by Christian faith, promotes harmonious relationships and attitudes of respect for all. We have a clear mission statement, which forms part of our vision and is incorporated into our aims.

There is a high level of commitment to the school from the school community, staff, parents, governors and the parish. The school ensures that values are a piratical element to the schools daily life and all the 'stakeholders' work towards the same vision to move the school forward. **ADD IN HAPPY**

Through the above we strive to eliminate discrimination and we promote equality of opportunity for all.

## **The school's approach**

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment or marriage and civil partnership (age and marriage and civil partnership are for staff only)
- We 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.



- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school including visits, PE and **assemblies**.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups whether pupils or staff.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone. (see appendix B)
- We challenge personal prejudice and unfair stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that poor self-image and ignorance are key contributors to prejudice and stereotyping. Through positive educational experiences we aim to understand other people's point of view and promote positive social attitudes, and respect for all.
- In order to promote equality we monitor pupils' progress and achievements systematically and use this information to plan next steps. (See appendix C of our most recent achievements with regards to equality)
- We value the opinions of pupils, staff, governors, parents and the community and seek these to inform decisions. Objectives for action plans are developed from information that is gathered from the school community.
- We will take all reasonable steps to ensure that pupils enjoy their time at school, feel included and make progress.

### **A cohesive community**

For our school, the term 'community' has a number of dimensions including:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services
- the community within which the school is located – the school in its geographical community, local schools and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located
- the UK community – all schools are by definition part of this community
- the global community – formed by EU, international links and pupils'/staff family networks.



We strive to promote, encourage, understand and respond to our communities in various ways including:

- Providing a rich curriculum for sharing cultures and beliefs and enhancing respect and positive behaviour towards each other.
- Having displays that reflect and celebrate our community highlighting the positive and challenging stereotypes.
- Planning activities and events that promote the diversity and the potential of the local community such as international evening, ambitions day, and visits to places of worship.
- Taking part in a wide range of community activities and inviting the community to work with us on specific projects.
- Continually monitoring the needs of vulnerable groups of pupils and gaining views of parents and carers.
- Highlighting issues in our Global community through links **EXAMPLES NEEDED**

### **Racial equality**

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the Racist Incidents Log Book, and draw them to the attention of the head teacher. These are then reported to the Local Authority and the governing body on a termly basis.

### **Cultural and religious diversity**

We endeavour to make our school 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.

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.



We promote different religions each term with an interactive display made up of artefacts and photos provided by the school community.

We will have an annual international evening where pupils and their families can share food from their places of origin and wear cultural dress. Music and dance will reflect different ethnicities..

### **Disability equality**

What is a disability?

The definition of disability has been redefined in the Equality Act 2010.

*“A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (S6(1)).”*

Office for Disability Issues, Equality Act 2010 Guidance

A pupil with Special Educational Needs may not be identified as disabled and a pupil who is disabled may not be identified on the SEN profile. (See appendix D for more details.)

We strive to ensure that disabled pupils have access and participate in all aspects of school life.

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

Our school premises are equipped for access by people in our school community who have disabilities. We have accessible main entrances at the front and rear entrance and a disabled toilet. We strive to maintain and continually improve the environment. (See Access Plan 2015-2018)

### **Gender equality**

We recognise that nationally the achievement of boys is falling behind that of girls. We are also mindful that this may not be the case in all schools. We are committed to seeing all individuals and groups of pupils making the best progress possible in



our school. We make adjustments to the teaching and learning to ensure that the best possible outcomes for both genders.

We provide the same opportunities for both boys and girls within school, also offering a range of school clubs that are open to both sexes.

We will not discriminate on the grounds of sexual orientation.

### **Inclusion**

We use a comprehensive tracking programme called 'AM7' which tracks the progress of every individual pupil on a termly basis. It enables to see at a glance the progress each child is making.

AM7 enables us to identify different groups of pupils (ethnicity, gender, SEN, EAL) and compare their progress and achievement to other pupils. This enables us to make accurate decisions about where support is best needed to give the best opportunities for all pupils.

### **Roles and responsibilities**

#### **The role of Governors**

- The governing body will make sure that the school complies with all current equality legislation.
- The governing body will make sure that this scheme and its procedures are followed.
- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. (see Access Plan 2015-2018)
- The governing body will, in the school profile make reference to arrangements for disabled pupils.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body will review this scheme every 3 years along with the accessibility, gender and disability action plans and before this if required. (Publish annually information to demonstrate compliance with the Equality Act 2010. Every four years set one or more specific measurable equality objectives that further the aims of the equality duty.)



### The role of the Head teacher

- It is the Head teacher's role to implement this scheme.
- It is the head teacher's role to make sure that the scheme is readily available and that the governors, staff, pupils and parents/carers know about it.
- The head teacher produces regular information for staff and governors about this scheme and how it is working, and provides training for them when necessary.
- The head teacher makes sure that all staff know their responsibilities and receive training and support in carrying these out.
- The head teacher will take appropriate action in cases of harassment and discrimination.
- The head teacher promotes the principle of equalities when developing the curriculum, and in providing opportunities for training.
- The head teacher promotes respect for other people in all aspects of school life.
- The head teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

### The role of the school staff

- Staff to do their best to recognise their own prejudices, and make every effort to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom material, staff strive to provide resources which give positive images, and which challenge stereotypical images.
- Staff will model good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping.
- Staff will promote equality and good relations.
- Staff will keep up to date with the law on discrimination and attend appropriate training.
- Staff will comply with the schools code of conduct.

### The role of pupils

- The school council to be aware of equality and diversity issues and be involved in things like the anti-bullying policy.
- **All pupils will be involved in creating a classroom rules for individual classrooms.**

### The role of parents and carers

- Ensure equality and diversity issues are on the Friend of St John's annual agenda, i.e. input in policies such as anti-bullying.



Parents will read and respond where appropriate to letters and questionnaires and attend meetings with regards to equalities and diversity.

### **Visitors and contractors**

Know and follow our Equality policy. A summary of key points will be given to visitors to the school.

### **Monitoring, reviewing and assessing impact**

#### **Responsibility for overseeing and assessing impact**

The views of parents, pupils, staff, governors and members of our community inform this scheme. We will consult all members of the school community when reviewing progress and the impact of this scheme and associated action plans. We will review this scheme every 3 years along with the accessibility, gender and disability action plans and before this if required. (See appendix E for ways in which we communicate)

#### **Publication and Reporting**

This scheme will be published with the accessibility, race and disability action plans and will be available on the school website and in the school reception area. **A short statement about this scheme will also be included in our school prospectus.**

We will report on the progress of this scheme in the school profile and through the Head teachers report to governors.





## **Appendix A**

### **Definitions**

- Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognized area of discrimination.
- Diversity is the acceptance that we are all different but we are all equal by law and to God. Diversity focuses on valuing and celebrating the strengths in people's differences.

## **Appendix B**

### **Key Legislation**

(Please note that legislation made prior to 1988 is not available online)

- Area Legislation
- Gender (sex) 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
- Disability Disability Discrimination Act 1995, as amended
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 2005
- Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003, as amended
- Religion or belief Employment Equality (Religion or Belief)

Regulations 2003, as amended

- Equality Act 2010
- Age Employment Equality (Age) Regulations 2006

## **Appendix C**

Here are some of our achievements with regards to equalities.

- LSA in house training on interventions and effective class support
- Whole staff training for children with EAL, Speech and Language needs and Occupational Therapy
- Successful Pupil, Parent and Staff annual survey.



- Effective SEN meetings (IEP) including parents and children
- Effective annual reviews including a presentation by the child
- Effective Inclusion surgery with the SALT and EP
- Effective TAC (Team around the child) meetings SEN, Health and Safeguarding
- Effective use of the Hertfordshire local core offer to support pupils
  - Trips ... and events

### **Appendix D**

We know that the definition is broad and wide ranging and note that:

- Physical impairment includes sensory impairments
- Mental impairment includes learning difficulties and mental illness.
- Substantial means more than minor or trivial
- Long term means 12 months or more
- Those with cancer, HIV infection or severe disfigurement are automatically covered
- The definition may include up to 7% of the schools population

### **Appendix E**

Ways in which we communicate, inform, involve and consult are shown below.

#### **Parents and Carers**

- Our School Newsletters
- Our Website <http://www.stjohnsradlett.herts.sch.uk/>
- Through questionnaires (see appendix D)
- PFA Parent Friends Association of St John's Infant and Nursery School
- Coffee mornings
- Parent Consultations/ Parents Evening
- Half termly class teacher letters



- Head teacher meetings
- School Tours

#### Staff and Governors

- Training / professional development
- Staff meetings
- Staff notice board
- Working groups
- Governors meetings
- Questionnaires
- Emails- whole school calendar and outlook
- LMT/ SMT Leadership and Management meeting /Senior Management Team

#### Pupils

- PSHCE lessons
- Assemblies- (see whole school programme)
- Discussions with individual children and their friends
- Undertaking whole school surveys on children's attitudes to self and school
- Posters
- **Pupils Feedback Files**

#### Community

- Questionnaires
- External notice boards
- Discussions and visits



## **Appendix F**

Additional implications to note with regards to disability

- The role of a school as a service provider
- Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.
- Contact with parents and carers
- When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.
- Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.
- Hiring transport
- School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.
- Election of parent governors
- The election of parent governors will now be covered by the Equality Act 2010, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.



## Appendix G

### Equality 2014

#### How equal are we at St Johns Infant and Nursery School?

In the Equalities Act 2010 there are 9 protected characteristics (see categories below).

To help inform priorities, please make bullet points below to enable subsequent actions.  
Many thanks.

#### **1. Disability**

How do we ensure that all people are valued in the school?

How could we improve it?

#### **2. Gender**

Are people of all genders treated the same?

How could we improve it?

#### **3. Race**

In our school does it matter where people come from?

How could we improve it?

#### **4. Age (staff only)**

How do we show respect to people of all ages in our school?

How could we improve it?

### 5. Gender reassignment

How does the curriculum meet the needs of gender reassignment?

How could we improve it?

### 6. Marriage and civil partnership (Staff only)

How do we teach about different families in our school curriculum?

How do we value all different types of families?

How could we improve it?

### 7. Pregnancy and maternity

What do we do well when we find out a member of our school community is pregnant?

How could we improve it?

### 8. Religion or belief

How do we celebrate all the religions in our school?



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How could we improve it?

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**9. Sexual orientation**

How well does the curriculum teach about sexual orientation?

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How could we improve it?

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Thank you for your time to share your views



## Appendix H

### Visitors Statement – A copy of this will be displayed in the main school office

#### Example to be amended by LMT

### **Equality Act 2010**

*The Equality Act 2010, is one single act of parliament that replaces a range of Acts and Regulations to strengthen anti-discrimination law in Great Britain. It replaces such Acts as Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995.*



### Equality Policy

#### Visitors Statement July 2015

St Johns Infant and Nursery School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

#### **As a visitor to our school we expect that you follow the schools approach to Equality and diversity.**

- We do not discriminate against anyone, be they staff, pupils, parents or visitors on the grounds of 9 protected characteristics.
- We constantly strive to remove any forms of direct and indirect discrimination that may form barriers to learning or jeopardise harmonious relationships and attitudes of respect for all
- We strive to ensure that pupils enjoy their time at school, feel included and make progress.

**[Also see the schools Equality objectives for 2015 and the Equality Policy 2015](#)**





## Appendix I

### **Equality Objectives To be written by LMT**

- 1.
- 2.

**These need to be written by April 2016 – See Equalities Updates for Herts Schools. (Laura J emailed a copy to you Alice)**