



Equality Policy (from the Equality Act 2010) (vision and guidance) and Single Equality Scheme (plan of action to tackle and eliminate aspects of discrimination and promote equality)

Updated Spring 2017
Next Review Spring 2018
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Who we are

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

Our Aims

- We aim to recognise, nurture and harness the strengths and talents of all children.
- To provide a broad, balanced and creative learning environment through excellence in teaching.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To build self-confidence, self-esteem and independence in order to achieve success.
- To value curiosity, encourage a questioning attitude and promote a love of life-long learning.
- To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.
- And, working in partnership with parents, to support their child's learning and development.

Values

Our guiding principles, which stem from our Christian faith, are: **'Faith, Hope & Love'**

These are underpinned by 10 core values:

1. **Respect:** Valuing myself and other people, and treating them as I would like to be treated.
2. **Friendship:** Being thoughtful and kind, looking after each other through good times and hard times.
3. **Honesty:** Speaking the truth and acting truthfully.
4. **Caring:** Being concerned for and looking after myself, other people and God's world.
5. **Perseverance:** Always doing my best and not giving up.
6. **Confidence:** Knowing that I am special and loved and that I have something to offer to other people.
7. **Responsibility:** Being able to take charge of myself, other people or things. Being able to be trusted to do the right thing.
8. **Forgiveness:** Loving people even when they make mistakes. Always looking for the best in each other.
9. **Trust:** Being relied on to do the right thing and relying on each other to do the right thing.
10. **Being Creative:** Using our imagination, ideas and skills to make the world a better and more beautiful place.

Equality Policy

In everything we do as a school, we take account of how we can get rid of discrimination, give pupils an equal chance and encourage everyone to get along.

This policy sets out the school's approach to promoting equality, as defined within the Equality Act (2010). The act covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. Some of the areas under the act are not applicable to children at our school. The law around the school's Admissions Policy (because we are a voluntary aided school) allows the school to set a faith based criteria in our admissions: 30 open places and 30 foundation places.

Attached to this policy is the Single Equality Scheme.

In addition, at Reigate Parish Church Primary School:

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender, race, disability, religion or belief or sexual orientation. We have high ambitions for all pupils. The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender, race, disability, religion or belief. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the current legislation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by ensuring that children:

- feel secure and know their contributions are valued;
- appreciate and value the difference they see in others;
- take responsibility for their own actions;
- are taught in groupings that allows them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a curriculum that allows for a range of different learning styles;
- have challenging targets that enable pupils to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs

Context of Reigate Parish Church Primary School

- Reigate Parish Church Primary School is an expanding primary school having taken two Year 3 classes in September 2016. Each year the school will grow by two classes until we have Reception to Year 6. We currently have 229 children aged from 4 to 8 years on roll. This will grow to 410 children from 4 to 11 years old in September 2019.
- The school is located in the heart of Reigate and serves the local community through the 50% allocation of places to open and 50% to foundation (church places).
- Reigate Parish is a church school and the school is active in promoting its church distinctiveness but is also serves and reflects the community where the school is built. Our Christian faith and values lie at the very heart of our ethos and pervades all we do.
- The school was built in 1995 and so is purpose built for wheelchair users. Facilities are accessible by wheelchair and the school looks to see where further refinements can be made. The new Junior Block and the amendments to the Infant Building needed as part of the expansion are all DDA compliant.

- We are committed to giving all our children every opportunity to achieve the highest of standards.

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/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 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 the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- remembering the school's behaviour and anti bullying policies
- keeping the school rules

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. disadvantaged children, children in care, children from minority ethnic/ language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

The named staff member is: Mrs Frances Davis, Headteacher

The named governor is: Mrs Joanna Goddard, safeguarding governor

Monitoring, Reviewing and Assessing Impact

This Equality Policy is supported by a Single Equality Scheme. The school separately publishes its Accessibility Plan. The plan is monitored and this will ensure that the scheme 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. Monitoring would identify any pattern of inequality and this would be used to inform future planning and decision-making.

Single Equality Scheme

The Specific Duties – (a) Information showing the school has complied with the general duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<p>The school's vision, values and aims statement is fully part of school life and is known by children, parents, staff and governors. The importance of inclusion and equality are clearly stated.</p> <p>There are virtually no incidents of any discriminatory or prejudice related bullying or racist or homophobic behaviour and those that do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The school has an Equal Opportunities Policy, an Accessibility Policy, an Equality Policy and this Single Equality Scheme</p>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Pupils who have particular needs are well supported in our school and they make secure progress in line with national expectations.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding (Ofsted 2013). Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</p> <p>Our Anti-Bullying and Behaviour Policies are reviewed annually.</p>
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.	<p>Equality and inclusion are central to our school ethos.</p> <p>There are opportunities in Collective Worship, RE, Science, History, Geography and in PSHE, as well as other subjects to learn about difference and diversity, both in our own community and in the wider world. There are also opportunities for pupils to focus on identifying and developing shared values.</p> <p>The school contributes to a number of different charities each year.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</p> <p>Our school council is democratically appointed and reflects the diversity of the school community.</p>

The Specific Duties – (b) publish evidence of equality analysis undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis

Policy / practice considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is reviewed annually and the behaviour logs monitored weekly. Rewards and Sanctions are monitored.	The weekly monitoring of the behaviour logs quickly identifies any patterns in the issuing of yellow and red cards. This monitoring is immediately disseminated to teachers and support staff in order to effect changes to the behaviour of identified children.
Anti bullying	The policy is reviewed annually. The children, through the School Council, have contributed to writing a children's version. The School Council annually sign the anti bullying charter and this is displayed in classes and in the school entrance.	Patterns of behaviour at lunchtime, playtime and during lessons are kept by teachers and brought to the attention of the school leadership.
Equal opportunities	Reviewed every three years by Governors.	Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, RE and SRE policies	These policies are reviewed every three years and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Southwark Diocese scheme of work. Our SRE policy has been ratified by Governors.	Policies accurately reflect school practice
Safeguarding (Child Protection and Whistle Blowing Policies)	Two core policies both on an annual review by governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed every three years by Governors and changes are made to ensure compliance with the requirements of the Equalities Act.	Policy links closely to the Equal Opportunities policy and reflects the new requirements around health related questions in applications.

The Specific Duties – (c) publish details of engagement undertaken

Individual / group engaged or consulted with	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are involved in the leadership and decision making procedures of the school through the democratically appointed School Council, but also through class annual questionnaire.	Pupils report feeling safe and well-looked after in school. There are virtually zero reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively.
Staff	Staff are consulted with and a culture of openness and accountability means that everyone is able to make their contribution to improving pupil outcomes.	Staff identify their needs for ongoing training and CPD in a range of areas.
Governors	Governors review issues pertaining to equality and inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	The school has a high level of parental engagement. The annual questionnaire has a fairly good response rate. Regular parent forums are held to discuss relevant issues.	Parents recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to quality communications with all parents.

The Specific Duties – (d) set and publish equality objectives

Characteristic	Objective	Success check	Date for review	Responsibility
SEN	To continue to improve the outcomes for SEN children.	Children in this group to make expected progress in core subject areas and close the gap	ongoing	Class teacher, SENDCO
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	Summer 2016	DHT / subject leaders / teachers
Gender	To monitor our assessment data any issues in attainment around boys/girls and children on the SEN register	Attainment rises and children meet targets.	ongoing	HT
Disability	To ensure that any parents and children with disability have full access to the school.	Parents with disability are able to access all school meetings and functions.	July 2016	SLT
EAL	To ensure that all parents with EAL are able to access all school information and are able to communicate effectively with staff.	EAL parents are able to communicate effectively with staff and are able to understand all key information from the school.	Ongoing	SLT