

Holy Trinity Pewley Down:

A Federation of
Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Accessibility and Equal Opportunities Policy

(including Race Equality Policy and Gender Equality Policy)

Holy Trinity Pewley Down School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Our school values underpin this focus with “everyone knowing that they are treasured and loved as a unique child of God.” 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.

1. Aims & Objectives

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

- 1.1 We do not discriminate directly or indirectly against anyone, be they members of staff or pupils, on the grounds of their gender, race, colour, religion, disability, sexual orientation, nationality, ethnic or national origins. This is in line with legislation: The Equality Act (2010) which covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
- Seek 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 gives access to people with disabilities.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensure that no child is discriminated against whilst in our school on account of their sex, 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 affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions. The governing body will receive an annual report on the implementation of the Equality Policy including Race and Gender Equality.

The equality link governor is Mark Sharman. He will:

- Meet with the headteacher every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Implement the school's equal opportunities and race equality policies and they are supported by the governing body in so doing.
- 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 staff recruitment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment, promotion or training opportunities
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in assembly, where respect for other people is a regular theme, and in displays shown around the school.
- Treat all incidents of unfair treatment and any racist incidents with due seriousness.

All staff will:

- Ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- Pay due regard to the sensitivities of all members of the class and will not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities, the disabled, men and women, people of different faiths and that challenges stereotypical images of minority groups.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of other countries and to show the true diversity of development in different parts of the world.
- Challenge any incidents of prejudice or racism and draw them to the attention of the headteacher.

4. Race Equality

- 4.1 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. Should this policy be breached, we will act immediately to prevent any repetition of the incident.
- 4.2 We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 4.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the art, music and geography schemes of work give due emphasis to multicultural traditions. Activities are planned around children's books and literature that supports a non-discriminatory approach. In RE the children study the importance, culture and practices of a variety of world faiths.
- 4.4 Should anyone at our school be a victim of racism, we will do all we can to provide effective support.

5. Gender Equality

Holy Trinity Pewley Down School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment (inclusive of gender dysphoria)
- Promote gender equality

- 5.1 By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of gender.
- 5.2 By sexual harassment we refer to behaviour or remarks based on a person's gender, perceived to be unpleasant, threatening, offensive or demeaning to the self esteem of the recipient. We see such behaviour also damaging to the perpetrator (*refer to school's Behaviour/Anti Bullying Policy*)
- 5.3 Our intention in promoting gender equality is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions. Through the curriculum the roles and different professions of men and women will be equally promoted through different resources: books, visitors to the school, photographs etc.

- 5.4 We will ensure that staff recruitment, training opportunities and conditions promote gender equality.
- 5.5 Curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management and extended school activities take account of the need to promote gender equality.
- 5.6 We will review all our school policies and practices to assess the ways in which they might impact on gender equality.
- 5.7 We will ensure all governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality. The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 5.8 Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils of particular faiths to eat school dinners that comply with their dietary preferences)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Examine attainment data each academic year showing how pupils with different characteristics are performing

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting members of local faith groups to visit, and organising school trips and activities based around the local community
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality objectives

We are determined to ensure that this policy impacts our school life and have the following objectives in improving our opportunities for all:

- Ensure children gain greater awareness of racial diversity through the curriculum and wider life of the school
- Continue to monitor differences between gender in attainment and progress and ensure class teachers are aware of any barriers to learning
- Ensure school procedures allow any SEND children or those children with medical needs to have access to as many wider opportunities as reasonably possible (eg residential visits, sporting fixtures)
- Continue to operate safer recruitment procedures to ensure that no one is discriminated against when applying to join the school staff

Monitoring and review

It is the responsibility of our Governing Body to monitor the effectiveness of this Accessibility and Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of inclusion groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Review

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed biennially by the Governing Body and will be revised as often as may be required

Date last reviewed: January 2018

Date for next review: January 2020

Signed:

Mark Sharman

Governor of Holy Trinity Junior Pewley Down Infant School

ECM Committee Chair

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Statement of Equal Opportunities

1. The Governing Body is fully committed to the principle of equal opportunities in recruitment and employment and opposes all forms of unlawful or unfair discrimination including those on the grounds of:
 - age
 - nationality (including citizenship)
 - colour
 - race
 - disability
 - religion
 - ethnic or national origin
 - sex
 - marital status
2. The Governing Body aims to treat all employees with dignity and respect and provide a working environment free from discrimination. It will conduct its affairs at all times in a manner which is consistent with this aim.
3. The Governing Body believes that it is in the School's best interests, and those of all who work in it, to ensure that the human resources, talents and skills available throughout the community are considered when employment opportunities arise.
4. To this end, within the framework of the law, the Governing Body is committed to achieving and maintaining, wherever practicable, a workforce which broadly reflects the local community.
5. Every possible step will be taken to ensure that employees and job applicants are treated equally and fairly and that decisions on recruitment, selection, training, promotion, pay and career management are based solely on objective and job related criteria.
6. Criteria for dismissal, including redundancy will be solely those consistent with the provisions of the Governing Body's Disciplinary & Dismissals Procedure and the Employment Stability Policy.
7. The Governing Body will comply both with the spirit as well and the letter of legislation*. The existence of law cannot itself ensure that any policy of non-discrimination will work effectively - it is up to Management, Trade Unions and employees themselves to promote equality of opportunity for everyone. Individual employees, therefore, at all levels are responsible for ensuring that their own conduct, in the exercise of the School's affairs, is consistent with this equal opportunities policy. In particular they must not:
 - (i) discriminate against colleagues, other employees or job applicants, or harass them;
 - (ii) induce, or attempt to induce, other employees to practice unlawful discrimination;
 - (iii) victimise individuals who have made allegations or complaints of discrimination, or provided information about such discrimination.