

GRIMSDYKE SCHOOL



Equality Policy

Written By:	Iain Sutherland
Approved By:	Full Governing Body
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Grimsdyke School espouses and operates with a series of core values that have become our curriculum drivers as well as underpinning the ethos of the school. These are:

Our Curriculum Intent Drivers



As a result this policy has been created with reference to the following articles of the UNHCR charter of rights of the child:

UNCRC Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

UNCRC Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

UNCRC Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

UNCRC Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

1.0 INTRODUCTION

1.1 The Equality Policy should be read alongside all other school policies, schemes and action plans around equality, including the school's Inclusion Statement.

1.2 It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which may be discriminated against.

1.3 We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our

school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

1.4 The Equality Policy is inclusive and takes account the views of pupils, staff, parents/carers, governors, community members and partner agencies.

2.0 OUR SCHOOL WITHIN THE WIDER CONTEXT

2.1 The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

2.2 The school is socially, ethnically, linguistically, culturally and religiously very diverse.

2.3 92% of pupils at the school come from groups other than White British. The biggest single ethnic group in the school is students of Indian ethnicity who make up 47% of the school.

2.4 38.4% of students are registered on roll with a language other than English as their home language. There are over 20 different first languages spoken.

2.5 A number of pupils (7.4% - Jan 2023) have registered their entitlement for free school meals. Not all families who claim income support take up their entitlement to free school meals now that children under seven automatically get a free school meal.

2.6 8% of the school population attracts pupil premium funding as a result of a factor which would indicate some kind of educational disadvantage.

2.7 Grimsdyke is a very diverse learning community. Identified vulnerable groups in our school are:

- pupils entitled to free school meals or who attract pupil premium funding,
- pupils who have special educational needs,
- looked after pupils or pupils who have been adopted from care,
- some pupils for whom English is an additional language.

3.0 AIMS

3.1 To promote equality of access and opportunity within our school and within our wider community.

3.2 To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

3.3 To listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

3.4 To ensure that equality and inclusive practice are embedded across all aspects of school life.

4.0 OUR APPROACH

4.1 We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

4.2 The UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes, underpins our practice. Issues relating to adults within the school community can also be embraced under these themes and reflected in the action plan.

4.3 We actively seek out opportunities to embrace the following key concepts:

- Shared humanity identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community. We promote community cohesion.
- Excellence. We inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

5.0 OUR VISION STATEMENT: Achieving and Learning Together

- We attach great importance to providing a caring, supportive community in which parents, staff and governors can work together in the education of our pupils.
- We encourage our children to enjoy the challenge of learning, through a broad and balanced curriculum, enabling them to develop their individual potential in a secure and caring environment. The purpose of the school is to provide a consistently high standard of learning and teaching where achievement is appreciated and success celebrated.
- This will take place within a happy, secure, supportive environment where each child is valued and enabled to develop academically, spiritually, emotionally, physically and socially to his/her full potential.
- We aim for children to develop their understanding of themselves, their community, including a strong focus on British values and the wider world.
- A strong belief in equality of opportunity for all underpins all our policies and practices.
- Strategic direction and development of the school will be provided by the Headteacher working with the governors and the leadership group.

6.0 OUR DUTIES

6.1 We recognise and accept our equality duties as set out in the Equality Act 2010 and we seek to involve the whole school community in the process in order to ensure better outcomes for all.

6.2 We are guided by the United Nations Convention on the Rights of the Child.

6.3 We ensure that we identify opportunities to promote our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

7.0 THE ROLES AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

7.1 The Headteacher will:

- ensure that staff, parents/carers, pupils, governors and visitors are engaged in the development of and are informed about the Equality Policy,
- oversee the effective implementation of the policy,
- ensure staff have access to training which helps to implement the policy,
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available,
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information,
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

7.2 The Governing Body will:

- designate a committee with specific responsibility for the Equality Policy,
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP),
- support the Headteacher in implementing any actions necessary,
- engage with parents and partner agencies about the policy,
- evaluate and review the policy and the objectives every 2 years.

7.3 The Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy,
- provide a lead in the dissemination of information relating to the policy,
- with the Headteacher, provide advice and support in dealing with any incidents or issues,
- assist in implementing reviews of this policy as detailed in the SDP

7.4 The pupils will:

- be involved in the development of the policy and will understand how it relates to them, in a form appropriate to their age and ability,
- be expected to act in accordance with the policy,
- be encouraged to actively support the policy.

7.5 The parents/carers will:

- be given accessible opportunities to become involved in the development of the policy,
- have access to the policy through a range of different media appropriate to their requirements,
- be encouraged to actively support the policy,
- be encouraged to attend any relevant meetings and activities related to the policy,
- be informed of any incident related to this policy which could directly affect their child.

7.6 The school staff will:

- be involved in the development of the policy,
- be fully aware of the Equality Policy and how it relates to them,
- understand that this is a whole school issue and support the Equality Policy,
- make known any queries or training requirements.

7.7 Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the policy,
- be encouraged to support the policy,
- be encouraged to attend any relevant meetings and activities related to the policy.

8.0 THE RIGHTS OF EVERY CHILD

8.1 Every pupil learns to respect each other's rights in line with the UNHCR Rights of the Child.

8.2 Teachers respect the rights of each child. Rights Respecting language is universal and is encouraged both in the classroom (linked to the curriculum) and outside.

9.0 RESPONDING TO HATE AND PREJUDICE-BASED INCIDENTS AND BULLYING

9.1 We recognise that hate incidents or prejudice –based bullying behaviour are driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

9.2 We recognise that individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

9.3 Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the complexities in order to prevent and respond to incidents and situations.

9.4 We will record all hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

9.5 Reference is made to this within appropriate other school policies e.g. Behaviour Policy, Anti –bullying Policy etc.

10.0 IMPLEMENTATION, MONITORING AND REVIEWING

10.1 The Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities.

10.2 Governors will review every two years the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.