



Runwell Community
Primary School

Equality and Diversity Objectives Policy

March 2017 - 2021

Rationale

- This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity and Gender
- The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all

Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary

Principles and Practice

- We strive to achieve a cohesive community and expect that pupils respect one another and behave with respect to one another, and that their parents feel fully engaged in school life
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the wider international community
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- We maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs or disabilities.

Strategies

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy
- Parents and governors will be involved and consulted about the provision being offered by the school
- Classroom staff will ensure that the teaching and learning takes account of this policy

- The diversity within our school and the wider community will be viewed positively by all
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum
- Professional development opportunities will be provided for staff to equip them with the knowledge, skills and understanding they need to meet the requirements of this policy
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum
- The positive achievements of all pupils will be celebrated and recognised

Outcomes

- This policy will play an important part in the educational development of individual pupils
- It will ensure that all pupils are treated equally and as favourably as others
- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

Equality Objectives

- The Equality Act 2010 requires schools to publish specific and measurable equality objectives.
- Our equality objectives are based on our analysis of data and other evidence
- Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages
- We will regularly review the progress we are making towards meeting the identified objectives

Policy Review and monitoring

- This policy will be reviewed every four years by the Governing Body, as part of its monitoring cycle
- The Governing Body and SLT are responsible for the monitoring of the key principles and strategies

Related Policies

This policy should be read in conjunction with these other school documents:

- Accessibility Plan
- Inclusion Policy
- Curriculum Policy
- PHSE/SMSC Policy
- Sex and Relationships Policy (SRE)
- Behaviour Policy
- Anti-Bullying Policy



EQUALITY OBJECTIVES 2016 – 2020

OBJECTIVE	ACTION	WHO	SUCCESS CRITERIA	REVIEW/IMPACT
<p>PREMISES To further develop school environment to become fully accessible to all stakeholders.</p>	<ol style="list-style-type: none"> To develop school office area to provide universal access to top of school. To provide ramp access to KS2 classrooms from playground area. To provide second full access toilet in KS2 area of the school 	SBM/HT/ FGB	<ul style="list-style-type: none"> - Universal access across areas of the school - Full access toilets available at both ends of the building 	Feasibility survey and report sought on full access reception area (Jan 2017)
<p>CURRICULUM To promote local, national and international links through the school's curriculum To develop a fully inclusive curriculum that celebrates cultural diversity To foster greater understanding of a range of family relationships</p>	<ol style="list-style-type: none"> To form links with schools from each context (local, national and international) To promote 'Global Citizenship' and celebrate the key objectives of the project Update SRE policy to include reference to single-sex partnerships and transgender relationships 	All Staff/ Subject Leaders	<ul style="list-style-type: none"> - School policies updated in line with objectives. - Curriculum updates to be reviewed termly - Global citizenship agenda introduced via school assemblies and displayed around school - PSHE curriculum reviewed and to include work on different family set ups 	<p>SRE policy updated Spring 2017.</p> <p>Curriculum policy due update Autumn 2017.</p> <p>Work to develop partnerships started Autumn 2016.</p>
<p>ACHIEVEMENT To develop accelerated progress agenda for all learners, particularly those with a known disadvantage or identified SEND need</p>	<ol style="list-style-type: none"> To develop clear strategy for use of PPG grant funding To use tracking software to closely monitor 	FGB/HT/ Subject Leaders	<ul style="list-style-type: none"> - 100% of learners across all groups to make expected progress 	Target Tracker invested in Autumn 2016 to rigorously monitor progress for all children.

<p>To reduce attainment gaps in core elements of learning between boys and girls. (Identified gap in boys writing and girls attainment in maths)</p>	<p>progress of groups of learners in comparison with all learners across the school.</p> <ol style="list-style-type: none"> 3. To reduce attainment gap for disadvantaged learners to <10% 4. To reduce attainment gap between boys and girls in writing 		<ul style="list-style-type: none"> - 30-40% of learners to make more than expected progress - Attainment gap to reduce to <10% for end of KS results 	<p>CPD offered for GB and SLT in use of data analysis to plan effectively for groups.</p> <p>PPG strategy re-written Spring 2017 for publication.</p>
<p>SMSC To continue to develop an inclusive and transparent behaviour management policy</p> <p>To introduce specific work on 'growth mind set'</p>	<ol style="list-style-type: none"> 1. To update schools behaviour policy 2. To introduce wellbeing agenda via 'Laughology' programme 3. To introduce systems around restorative justice for incidents involving bullying. 	<p>HT/GB</p> <p>DHT</p> <p>HT/DHT/ All staff</p>	<ul style="list-style-type: none"> - For school behaviour incidents to reduce and careful monitoring policy to be in place. - For all classrooms to display content regarding growth mindset - For the school to achieve the 'Laughology' Happy Schools award by the end of 2017-18. 	<p>Behaviour policy re-written and introduced Spring 2017</p> <p>DHT attended training on 'Laughology' Spring 2017</p>