

Knaphill Federation of Schools



Equality Policy

Knaphill Federation of Schools	
Policy: Equality Policy	
Governors' Committee Responsible: Children and Learning	
Policy Originator: J. Concannon, M Sebo	Review Period: Annual
Status: Statutory	Next review Date: Sept 2018

EQUALITY POLICY

Rationale

The Knaphill Federation of Schools has a positive approach to ensuring equality, as defined in the Equality Act 2010. Our Equality Policy covers sex, race, disability, religion or belief, sexual orientation, staff who are pregnant, undergoing or have undergone gender reassignment.

Knaphill School and Knaphill Lower School are fully inclusive schools.

Our Profiles:

	EAL	Pupil Premium (Inc FSM)	SEND
Knaphill School	21.2%	13.1%	8.7%
Knaphill Lower School	21%	4.5%	4.5%

(September 2017)

Knaphill School has approximately 340 pupils on role and 40 employees and Knaphill Lower School has 313 pupils on role with 35 employees. Both schools are situated in Knaphill, Woking, Surrey. Pupils and staff come from a range of socio-economic backgrounds.

Equality of opportunity is a fundamental right for all members of the school community. We are committed to developing the potential of all people associated with the school.

The aim of this policy is to ensure that individual diversity is valued and that rights and beliefs are protected, respected and tolerated. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and deeds. This policy is intended to have a direct and positive impact on the ethos of our schools.

At the Federation of Knaphill Schools: ' We ensure that every child receives the best education and achieves their full potential in an engaging, stimulating and inclusive environment'.

At the heart of our school are our four core values. These underpin everything that we strive to achieve for our pupils, staff, parents and community. Our values are:

Trust

Respect

Perseverance

Enjoy and achieve

By trust we mean everyone:

- knows the importance of trusting each other and not letting people down
- is reliable and has a sense of right and wrong
- has a caring behaviour towards other people
- trusts adults in schools to help them with any concerns they may have

By respect we mean everyone:

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of views
- shows respect for all indoor and outdoor learning environments and resources used

By perseverance we mean everyone:

- is willing to work to the highest level
- produces work to the best of their ability
- develops confidence and enthusiasm for learning
- keeps going even when work gets tough

By enjoy and achieve we mean everyone:

- promotes a sense of pride in their own and peers' work and achievements
- sets high standards and personal goals for improvement
- is happy and eager to learn in harmony with each other
- develops a healthy body and mind and values the difference education can make

Through ongoing education and training the schools promote a culture of respect for all. We promote equality by recognising and celebrating diversity and we create a school community that prepares our children for a life in a diverse society.

We recognise the need to actively promote relationships between the various sections of society represented within the school. Both schools are adapted to accommodate pupils with additional physical needs;

Knaphill School

All areas on the ground floor are accessible in a wheelchair, although wheelchair users need to go outside to enter one of the classrooms in the main block. Classrooms on the first and second floor are not accessible by a wheelchair but classes can be moved during a year group in order to accommodate differing needs.

Knaphill Lower School

All areas of the school can be accessed by a wheelchair.

Aims

- Our aim is to create a school community which has equality for all at the heart of all we do. We seek to ensure that no pupils, staff, parents, carers, governors or any other person who has contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.
- We aim to embrace the diversity of the community we serve and as such celebrate all groups represented within it. We will eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between all people in the school community and beyond.
- Each pupil should be held in equal esteem, but individual abilities and experiences should be taken into account. The school aims to provide all pupils with a well-balanced education. Pupils with special educational needs should have equal access to the whole curriculum, though there may need to be greater emphasis on literacy, numeracy or social skills for some pupils.
- We promote the principles of fairness and justice for all through the education that we provide in our school. This policy applies to all pupils, staff, parent helpers, visitors or contractors to the Knaphill Federation of Schools. This policy covers all aspects of school life including student admissions, teaching and learning, behaviour management, staff recruitment and career development, parental involvement and the role of the governing body. All members of the school community must be free from any form of discrimination or harassment.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

- We challenge stereotyping and prejudice whenever it occurs. Care is taken to ensure that no discriminatory material is used.
- We celebrate the cultural diversity of our community and show respect for all minority groups. Materials that celebrate and show different cultures and national origins will be used in all subjects, wherever possible.
- We are aware that low self-image and ignorance can cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. This is a major aspect of the Citizenship and Personal, Health and Social Education schemes of work, but is seen to be the responsibility of all curriculum areas.
- We regularly provide professional development in the areas of equality and diversity to staff and ensure they are empowered with the skills and information to address and support equality within the classroom setting.

Specific reference to groups covered within the Equality Act 2012:

Race:

Recognising ethnic diversity within the local community is an aim of the school to reflect the cultural diversity of the wider community and promote awareness and understanding.

- It is the right of all pupils to receive the best education our schools can provide, with access to all educational activities organised by the schools. We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. All incidents of a racially motivated nature will be thoroughly investigated and appropriate sanctions applied. All incidents will be recorded through the conduct log. A central log of racially motivated incidents will be maintained by the Headteacher. Support, respect, sympathy and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is either a perpetrator or victim.
- Where there are reported incidents of this nature appropriate sanctions and support are applied.

Religion or belief:

- It is the right of pupils, staff, parents, governors and visiting community members to not be treated differently on grounds of their religion or belief.
- Pupils are encouraged through a comprehensive Religious Education programme to explore a range of religions and to encourage tolerance and acceptance of others who have differing religions or beliefs.

Pregnancy & Maternity:

- Protection for staff from discrimination or less favourable treatment because of pregnancy is new under the Equality Act 2010. The Knaphill Federation of Schools will ensure if a situation arises, that staff are given support and ensure quality provision is made in this instance.

Sexual Orientation:

- The Knaphill Federation of Schools follow a Citizenship and PSHE curriculum which support pupils to address and understand all forms/types of relationships.
- Staff are trained in addressing issues around homophobic bullying and given the skills to deal with it if it occurs within the classroom or around the school grounds.
- The incident reporting system incorporates a specific tick box for homophobic bullying and all incidents of this nature are taken seriously and dealt with by the senior staff. The leadership team is able to

identify through this system if homophobic bullying is on the rise and react accordingly.

- The Knaphill Federation of Schools ensure that all gay, lesbian or bi-sexual pupils or the children of gay, lesbian or bi- sexual parents are not singled out for different or less favourable treatment from that given to other pupils.

Sex/Gender:

- As fully inclusive mixed gender schools, we ensure that pupils of one sex are not singled out for different or less favourable treatment given to other pupils.
- The school operates a curriculum that allows all pupils to access lessons and every effort is made to combat gender stereotypes with regard to curriculum choices and career opportunities.
- Our PSHE programme addresses gender stereotypes appropriate to the children’s level of understanding.
- We recognise that some pupils may be transgender and we respect and support this. Transgender pupils have the right to wear the school uniform in a manner consistent with their gender identity or gender expression.

Disability:

- The Act defines disability as when a person has a ‘physical or mental impairment which has substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.
- The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.
- We will not and do not treat a disabled pupil less favourably simply because that pupil is disabled.
- We will provide an auxiliary aid or service for a disabled pupil when it is reasonable to do so and if the aid would alleviate substantial disadvantage that the pupil faces compared to non-disabled pupils.
- We will ensure that disabled pupils can play as full a part as possible in school life and will make the reasonable adjustments to support this.
- We are committed to the equality of opportunity between disabled and able bodied people.
- We will eliminate discrimination that is unlawful as well as any harassment of disabled people that is related to their disability.

For additional information relating to DDA under the Equality Act 2010, please see:

- School Accessibility Plan
- Special Educational Needs and Disability Policy

Procedures:

School Governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its’ procedures are followed.

Every member of staff takes responsibility to:

- Treat all members of the school community with respect
- Constantly recognise the contributions made by every child within the school
- Ensure all incidents of a discriminatory nature are immediately challenged and recorded through the appropriate channels
- Log all racist incidents in accordance with the statutory guidance.

The class teacher:

- Ensures they are aware of the background of all children they teach and that pupils are treated equally and with respect. We do not under any circumstance negatively discriminate against any child.
- When planning activities teaching staff pay due regard to the racial and cultural sensitivities of the class. Teachers strive to incorporate diversity in a positive way which challenges stereotypes and assumptions.

The role of the Headteacher/Head of School:

- To implement the School's Equality Policy
- Ensure staff are aware of the Policy contents
- Ensure all appointment panels give due regard to this Policy, so that no one is discriminated against when it comes to employment or training opportunities and that all staff work in an environment that is free from harassment
- The Headteacher/Head of School treats all acts of discrimination and unfair treatment seriously
- The Headteacher/Head of School monitors all incidents of discriminatory nature.

The role of parents/carers:

- Parents/carers are expected to support our School's Equality Policy
- Where a child has intentionally behaved in an unfair, unjust or discriminatory manner it is the expectation that the parents/carers will support the sanction applied
- The school works collaboratively with parents/carers so a strong and consistent message is delivered about appropriate behaviour.

The role of the pupils:

- Pupils are to abide by this policy, in school and when travelling to and from school
- When witnessing an incident of discrimination, a pupil must report it
- A child who is a victim must be encouraged to report any incidents so that the matter can be dealt with swiftly and efficiently.

Responsibility for overseeing equality practices in the school lies with the Head of School / Federation Head and governor.

Responsibilities include:

- Co-ordinating 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
- Monitoring exclusions

Monitoring, Reviewing & Assessing Impact: (See Appendix 1 for Checklist)

Our schools Equality Policy is supported by a Single Equality Scheme (see below). The scheme is linked to whole school development planning and identifies targets for promoting equality.

The policy will be reviewed yearly in ensuring it 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. Any pattern of inequality found as a result of impact assessment should be considered for future planning and decision making.

The Governing Board will receive annual reports for review, this will include reference to the school population, key initiatives and progress against targets and future plans.

The Governors will gather information on the effects of the school's policies by monitoring:

- the school's equal opportunities policy when recruiting
- the education opportunities available to and the achievement of disabled pupils
- pupil achievement – tracking of vulnerable groups
- admissions, transitions, and exclusions to see if children with disabilities are over represented
- PSHE sessions to ensure good relations are encouraged between different groups

Please also see SEND policy.

The Equality Act 2010 defines a disabled person as someone who has:

A physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day to day activities.

See Appendix 2 for further details

Single Equality Scheme

The Single Equality Scheme requires schools to consider the ‘General’ and ‘Specific’ duties in promoting equality in relations to:

- sex
- race
- disability
- sexual orientation
- religion or belief
- gender reassignment
- pregnancy or maternity
- age (in relation to staff)

The General Duty

Schools have a ‘General’ duty to:

- eliminate 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 the characteristics between people who share a protected characteristic and people who do not share it
- ensure reasonable adjustments are made for children with disabilities/medical needs
- The Specific Duties
- publish information showing that they have complied with the General Duty annually
- publish evidence of the equality analysis undertaken annually
- publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement of developing their Equality Objectives
- set and publish Equality Objectives

Information showing that the school has complied with the General Duty:

Duty	Actions taken
Eliminate conduct that is prohibited by the Act	<p>We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. The school promotes values through assemblies and class discussions. We continually evaluate and develop our role in the community. This work has included training for staff, governors and engagement with parents.</p> <p>There are 0 reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which 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 Equality Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
Advance equality of opportunity between people who share a protected characteristic and people	<p>Pupils who have particular needs are well supported in our school and they make progress in line with expectations.</p> <p>There are established and effective monitoring systems in place to</p>

<p>who do not share it</p>	<p>track pupil attainment. Care, Guidance and Support is outstanding. 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 (see Pupil Questionnaire Dec 2016). Our Anti-Bullying and Behaviour Policies are reviewed regularly, part of initial staff induction and shared with pupils and parents.</p>
<p>Foster good relations across the characteristics between people who share a protected characteristic and people who do not share it</p>	<p>Equality and Inclusion are central to our school ethos. Promotion of values enables pupils to focus on identifying and developing shared values. There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. Our Pupil Parliament is democratically appointed.</p>

The Specific Duties – Evidence of Equality Analysis Undertaken: Policies

Policy/Practice considered	Outline how the policy/practice was evaluated	Outcome of analysis
Behaviour	The policy is reviewed with all staff at the beginning of each academic year and is included as part of the Induction process. It is approved by Governors and is available on the school website for parents. Behaviour, Rights and Responsibilities are discussed with pupils at the beginning of each year and Class Rewards and Sanctions are agreed.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti-Bullying	The Anti-Bullying Policy is reviewed annually with staff. Pupils have an important role to play in the implementation of this policy in their roles as mentors and peer mediators. Pupils discuss the meaning and effects of bullying during Anti-Bullying Week each year.	Children are aware of the different kinds of bullying and know what to do if they are bullied or observe bullying at the school. A Bullying Log is maintained, and issues are analysed as and when they occur, by Senior Management and required action is then taken.
Equal Opportunities	Reviewed annually by staff and Governors. Discussed with new members of staff as part of the induction process.	All staff are aware of their responsibilities
Curriculum, Religious Education & SRE Policies	These policies are reviewed regularly and reflect our wider aims and values, as well as our philosophy of learning and education. Values are discussed and shared with staff and pupils as an on-going part of the curriculum. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our SRE policy has been ratified by Governors	When planning the curriculum, staff ensure that teaching reflects the diversity of the Equality Act and that all people are represented. The curriculum includes teaching about the importance of good and healthy relationships.
Learning and Teaching	Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually with all staff, part of the Induction process and ratified by Governors. There are regular lesson observations by teachers and peers.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations include a focus on equality issues.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by staff and Governors. Constantly updated to reflect changes in legislation and practice. Staff, governors and volunteers are trained	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. All staff have safeguard training at the start of every academic year.

	on any new areas of Safeguarding.	
Recruitment	Reviewed annually by Governors	Appointed staff complete a health questionnaire which is approved by Occupational Health declaring fitness for work or a need for referral.

The Specific Duties –Details of Engagement Undertaken – Stake Holders

Individual/Group engaged or consulted with	Outline the nature of the engagement	Summarise outcomes
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed Pupil Parliament, but also through class and group consultation and questionnaires etc.	Pupils report feeling safe and well-looked after in school. There are 0 reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling involved in the life of the school and their ideas are listened to attentively.(see Pupil Questionnaire Dec 2016)
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being. Annual staff questionnaires take place and results analysed	Staff regularly identify needs for on-going training and CPD in a range of areas, including Equality and Diversity. Staff are involved in policy making.
Governors	Governors review issues pertaining to equality and inclusion at meetings.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	Parents regularly liaise with the school through PTA events and consultation evenings. We have committed class reps who meet with the year leader every half term and curriculum meetings at the start of every term. Annual questionnaires help to involve as many parents as possible. (see Parent Questionnaire Dec 2016)	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion.

The Specific Duties – Set and Publish Equality Objectives

Characteristic	Objective	Success Criteria	Date of review	Responsibility
All	To continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and update in light of the Equalities Act and practices audited.	Autumn 2020	HT/Chair of Governors
Race	To gain a greater awareness of cultural development 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.	Autumn 2020	HT/ AHT/ Middle leaders and PSHCE/RE leader
Gender	To narrow the gaps in attainment and progress for boys and girls.	Boys attainment an progress continues to rise for reading and writing and girls for Maths.	Autumn 2020	HT/AHT
Disability	To promote positive stereotypes and understanding of people with disability across the school. To be highly vigilant, watching language and behaviour for negative disability stereotyping. Steps will be taken to reduce and/or eliminate negative stereotypes or disability across the school if it arises.	Lesson, curriculum and play time audits identify a number of positive examples of disability and no negative stereotyping.	Summer 2020	SENCO
All	To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.	Class English and Maths to increase self-esteem and a more inclusive classroom to enable all groups of children to access the curriculum along with their peers where possible.	Summer 2020	HT/SENCO/Middle leaders
All	To ensure all stakeholders receive requisite training in a range of equalities/diversities issues	CPD/INSET delivered to staff/governors/parents, as required, to promote confidence in challenging prejudice and promoting equality	Summer 2020	HT
All	Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Makaton / community languages etc.	Summer 2020	HT/Governors

Appendices

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

- Is information collected on disability with regards to pupils? Is this information used to improve the provision?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Special educational needs and disability

The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.