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## Ranvilles Junior School School Equality Policy

### 1. ACCESSIBILITY

This policy is available in large print or Braille. Please contact the school office who will be happy to arrange this for you.

### 2. PURPOSE OF POLICY

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

### 3. APPROVAL

Approval date: 7.07.16

Approver  
signature:.....

Approver  
position:.....

Date for next policy review: October 2017

#### **4. INTRODUCTION**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty to promote community cohesion, i.e. developing good relations across different cultures and group and we appreciate that all duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Ranvilles Junior School is located in an urban area of Fareham and is an averaged sized Junior School. The majority of pupils are from a White British background. The school has a very small minority of pupils who are eligible for free school meals, and a broadly average number of pupils with special educational needs and/or disabilities. At any one time, there are, on average, up to one quarter of the pupils from families linked with the military forces with many joining and leaving the school during the period of the school year.

#### **5. REFERENCES**

- This policy has been drafted in reference to guidance available from Hampshire County Council Governor Services and Education Personnel Services.
- DfE guidance: Equality Act 2010 (available via DfE website)

#### **6. PRINCIPLES**

To fulfil our legal obligations, we are guided by a number of principles.

##### **6.1 All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community

## **6.2 We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

## **6.3 We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

## **6.4 We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We also maintain a separate Employment Equalities Policy.

## **6.5 We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

## **6.6 We consult and involved to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

## **6.7 We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

## **6.8 We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found at [www.ranvillesjunior.co.uk](http://www.ranvillesjunior.co.uk)

## **6.9 We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every three years based on the evidence that we have gathered (principle 6.8) and the engagement we have been involved in (principle 6.6).

The objectives can be found at [www.ranvillesjunior.co.uk](http://www.ranvillesjunior.co.uk) and will be incorporated into the school development plan and take into account both national, county and school level priorities.

We will set ourselves new objectives every three years in alignment with the school development plan, but keep them under review and report annually on progress towards achieving them.

## **7. APPLICATION OF THE PRINCIPLES**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

## **8. ROLES AND RESPONSIBILITIES**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

### Equalities Objectives

Objective 1: To facilitate effective learning opportunities to enable SEND pupils (girls and boys) to make accelerated progress in their learning – ‘catch up – keep up’

Objective 2: To ensure able pupils master their learning through the application of key skills in purposeful, innovative, problem solving learning

Objective 3: To ensure all groups of ability learners revise, consolidate and secure core concepts through personalised provision

Objective 4: To focus on enabling all groups of children to secure age-related expectations in reading, writing and maths through Quality First Teaching and Learning





