





# Eton Wick C of E First School Policy Document

## EQUALITY POLICY

<b>Category:</b> Non - statutory	Approved by Headteacher: 
<b>To be reviewed by:</b> Headteacher	<i>Date: October 2020</i>
<b>To be reviewed:</b> Annually	Overviewed by FGB: 
<b>Next review due by:</b> October 2021	<i>Date: October 2020</i>

*Our ethos as a church of England School is captured in the vision of good seed growing in good soil. We endeavour to provide an environment in which we are all developing, learning and growing. Rooted in that vision, our policies have been developed.*

### 1. Aims

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

### 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



The Governors will:

- Meet with the designated member of staff (Headteacher) at least twice a year during governor monitoring for equality 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 body 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

#### **5. 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 Muslim pupils to pray at prescribed times)
- 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. 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 (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. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community, also linking with our whole school Religious Education and Cornerstones Curriculum.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. 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

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality Objectives

We have identified the following objectives in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

### ***Eton Wick First School Equality Objectives 2020-2022***

#### **Race Equality**

- To ensure that we give the children enough opportunities to explore, discuss and understand different religions, cultures and races. This can be through our RE and PSHE curriculum and more discreetly through day to day school life.
- To increase the number of visitors into school and educational visits out of school that will support the children's knowledge and understanding of other religions and cultures.
- To maintain our zero tolerance for any racist incidents. Parents receive an official letter from the school detailing the incident. All racist incidents are reported to RBWM as part of the 6 monthly return.
- To ensure that parents are aware that observance of authorised religious holidays does not have a negative impact on a child's attendance percentage.



### **Disability Equality**

- Ensure that there is a method of ascertaining any needs of parents and carers that we need to be aware of in order to ensure we can meet their needs so that they can fully participate in their child's school life. This method may include focused questions on registration forms, and/or part of the Home Visit discussion
- Eton Wick ensures that all children are equally entitled to take part in all activities and events irrespective of any disability, adapting any activities and events to ensure this happens

### **Gender Equality**

- Eton Wick ensures that all children are equally entitled to take part in all activities and events irrespective of their gender
- To analyse the involvement of both girls and boys in various activities - After School Clubs, enjoyment of different subjects of the curriculum
- To put in place policies and procedures that will ensure equality of take-up as a result of the analysis of the activities (as above)

### **Religion and Belief Equality**

- Eton Wick ensures that all children are equally entitled to take part in all activities and events irrespective of their religion and belief
- To ensure that our 'Policy for dealing with Racist Incidents' is fully implemented with all members of the Eton Wick Community

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the full governing body every 4 years (objectives will be reviewed annually).

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan



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*We are all growing, developing and learning; Achieving Success in a Caring Community.  
A farmer went out to sow his seed. As he was scattering... seed fell on good soil  
Taken from St Matthew's Gospel, chapter 13: The Parable of the Sower (NIV)*

