



Ditton Infant School

Leadership and Management

Equality Policy

September 2017

INTRODUCTION

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including: The Equal Pay Act 1970 The Sex Discrimination Act 1975 The Race Relations Act 1976 The Disability Discrimination Act 1995 Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

Defining Equality and Diversity

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors. Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' for pupils in respect of each of the eight protected characteristics for (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another - school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

Equality of opportunity is a fundamental aspect of the ethos at Ditton Infant School. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

PURPOSE

Following the spirit of the school's development plan, we aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

OBJECTIVES

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
 - To include in resources books, materials and equipment that are multicultural and nonsexist, providing positive images of all groups
 - To ensure that the organisation of the school is sensitive to the needs of all
 - To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
 - To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

THE LAW

Under the act there are four main types of unlawful behaviour but six for people with a disability.

These are:

1. Direct discrimination
2. Indirect discrimination
3. Victimisation
4. Harassment

And for disability

5. Discrimination arising from a disability
6. Failure to make reasonable adjustments

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher.

STAFF

The school values diversity amongst the staff and will advertise widely in order to reach a wide audience. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguarding children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

IDENTIFICATION

All staff will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour.

In instances of unacceptable or inappropriate behaviour suitable counselling will be given at the time but repeated incidents will be recorded for discussion with the Headteacher, parents and governing body.

Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing incidents and to keep abreast of changes in the law.

This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by all stakeholders.

An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process.
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community.

Parents will continue to be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Headteacher.

However, records will be maintained of incidents and ongoing concerns will be discussed in depth by the Headteacher and parents. Parents who are unavailable/unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. (Appendix 1 Racial Incident Reporting Procedure) It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher or Deputy Headteacher - when a decision will be made as to involvement of the parents of the children concerned.

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident the governing body will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

SUCCESS CRITERIA

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed each term or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- The degree of pupil-pupil and pupil-teacher interaction during learning/play periods is deemed equally important.
- SATs results need constant attention and samples analysed to detect signs of underachievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors.

PRACTICE AROUND THE SCHOOL

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children should have equal opportunities to help with jobs.
- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year
- Parents and link governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.

Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork

MANAGEMENT AND ORGANISATION

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies e.g. Admissions, Anti-bullying, Behaviour, R.E
- To monitor academic achievement by analysing SATs results and other relevant pupil data scores, including LEA information, by sex, race & ethnicity.

ETHOS

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- .To plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- To ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding
- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability
- To devise schemes of playground use which avoid domination of space by any particular group
- .To provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children
- To include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences
- To ensure that sanctions used in the school are the same for boys and girls and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make clear that sexist and racist abuse is unacceptable
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- To provide access throughout the school site for wheelchair users and people with other disabilities, as resources allow
- To encourage and develop positive links with the local community
- To make all visitors feel welcome.

CLASSROOM PRACTICE AND DELIVERY

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work
- To divide teacher time equitably between girls and boys
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive.

CURRICULUM PLANNING & DESIGN

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

ASSESSMENT

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

RESOURCES

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues.

COMPLAINTS

Ditton Infant School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Head teacher or the Chair of Governors.

This policy will be reviewed in September 2019

Appendix 1

Ditton Infant School Racial Incident Reporting Procedure

This procedure is an integral part of Ditton Infant School's Equality Policy.

Definition of a racial incident

"A racist incident is any incident which is perceived to be racist by the victim or any other person." (Recommendation 12 of the Stephen Lawrence Inquiry)

A racist incident may be perpetrated against individuals on the basis of their race, colour, nationality, culture, language or religion.

Like the Police, the LEA and other public authorities, we have a commitment to investigate any incidents we believe to be racist. It should be noted that the definition includes all groups and is not confined to a person's race or skin colour.

As such, it requires effective listening supported by impartial investigation procedures that allow both victim and the alleged perpetrator to be given a fair hearing.

Incidents will be investigated and recorded when there has been a perception or allegation that there was an incident even if it is found that they were unsubstantiated. (see form below)

Role and responsibilities

- The governing body is responsible for monitoring the policy
- The Headteacher is responsible for implementing the policy and procedures
- All members of staff are responsible for following the procedures
- The LA will advise schools on the management of racial incidents and the findings from its monitoring.

Recording the Racial Incident Investigation

The headteacher has overall responsibility (which may be delegated to an appointed senior member of staff) for managing racial incidents. She should ensure that the school has:

- Made it a requirement to investigate, record and report where there is a perception that a racial incident may have taken place
- Communicated the school's commitment to tackling racial incidents to all members of the school community, including provision for this procedure to be made available in community languages where appropriate.
- Completed the Racial Incident Monitoring Form (appendix 1) as soon as possible after the incident has taken place.

The Racial Incident Monitoring Form should be kept in a confidential central file for internal monitoring purposes. It should not be sent to the LEA. These forms will be kept for 25 years.

There will be a central record of **all** racial incidents.

Management of Racial Incidents

a) Consideration for All Incidents

- Investigate the incident thoroughly
- Record the incident on a Racial Incident Monitoring Form (appendix 1) in any incident where the victim or perpetrator is a pupil
- Keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.
- Consider any curriculum implications, including the need for a special assembly or changes to the school's behaviour code or other policies.
- Support for the victim (if a pupil). See 4b.
- Support for the alleged perpetrator (if a pupil). See 4c.
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority.

b) Support for the victim (if a pupil)

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/carer to discuss the matter and explain the action taken. An interpreter/translator may be needed at the meeting.
- Reinforce the school's commitment to tackling racist incidents.

c) Support for the alleged perpetrator (if a pupil)

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that his/her behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher and she should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/carer of the relevant pupil(s) of any investigation and the outcome.

d) Dealing with members of staff as alleged perpetrators or victims

All members of staff are required to abide by the School's Equality Policy. Substantiated racial discrimination by any member of staff towards pupils may be considered as misconduct and the perpetrator may be subject to disciplinary action. In the event of such an allegation being made against a member of staff, the Headteacher or her nominee should investigate the allegations in accordance with the relevant disciplinary procedures. All members of staff have the right to use the school's grievance procedure if they suffer discrimination and cannot get satisfactory management support.

The Governing Body and Headteacher have a duty of care towards employees, and must ensure that they address any complaints from employees about discrimination by pupils, parents or colleagues, and provide appropriate support and referrals as necessary.

e) Dealing with members of the public as alleged perpetrators

Racially motivated conduct by members of the public requires an immediate response. The following procedure is to be followed in cases of racial incidents involving members of the public:

- The incident to be reported to the Headteacher as soon as possible.
- The police to be informed of incidents involving violent, threatening or abusive behaviour.

5. Managing the impact of racial incidents in the school and the community.

- Racist graffiti or slogans should be reported and removed immediately or within 24 hours
- Racist literature, badges or insignia should be confiscated immediately, giving a clear explanation setting out the reasons why the property has been confiscated. The confiscated property should be handed to the police in criminal proceedings or returned to the pupil or his/her parents at an early opportunity, as appropriate. A teacher may not deliberately destroy a confiscated item unless such action is necessary in the immediate interests of safety.

- If the incident has caused damage or is seen as a threat of damage to a person or property, it may be appropriate to call a meeting either with staff only or with pupils to discuss what has happened. Support and advice may also need to be sought from the Local Education Officer, the Police, the local Racial Equality Council, a Victim Support group or another appropriate agency.

6. Reporting to the Police

Violent, criminal or other serious racial incidents may be reported to Kent Police. This applies to all racial incidents brought to the attention of the school, regardless of the relationship of the parties to the school. Kent Police have the discretion to decide to pursue action based on incidents.

Violent, criminal or serious incidents should also be reported to the LEA through the Local education officer.

7. Reporting information to parents, governors and the LEA

The governing body will:

- Receive a termly report on any racial incidents in the Headteacher's report to governors

The school will report annually to the LA on racial incidents during the preceding year. The LA will send a data collection form to the school for this purpose and ensure that schools, together with senior LA officers, are informed of the outcomes of its monitoring, so that any trends or concerns can inform school planning and curriculum development.

8. Arrangements for the review of the procedure

The procedure will be reviewed in line with any changes to Kent guidance, or at least every two years.

RACIAL INCIDENT MONITORING FORM

Incident Reported by:
Incident Reported to:
Date of Incident:

Position in school:
Position in school:
Term:

SECTION 1 - DETAILS OF THOSE INVOLVED IN THE INCIDENT

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

VICTIM

Name _____

Pupil in school? If yes, pupil number and key stage

Member of staff or governor? If yes, please give status

Pupil from another school?

Other (specify, e.g. parent or visitor) _____

Involved in previous incidents? If yes, how many and when?

Year Group: _____

Ethnicity (for pupils only, from pupil records): _____

Gender M 0 F 0

PERPETRATOR

Name _____

Pupil in school? If yes, pupil number and key stage

Member of staff or governor? If yes, please give status

Pupil from another school?

Other (specify, e.g. parent or visitor) _____

Involved in previous incidents? If yes, how many and when?

Year Group: _____

Ethnicity (for pupils only, from pupil records): _____

Gender M O F O

SECTION 2 - TYPE OF INCIDENT

Location: _____

What type of incident occurred?

- | | |
|--|--|
| Name calling | Threatened assault |
| Verbal abuse | Attacks on property |
| Physical abuse | Abuse by electronic means (i.e. Text or instant messaging) |
| Refusal to co-operate due to cultural or religious | Socially isolated |
| Graffiti | Other (please specify) |

Please describe briefly what happened.

SECTION 3 - ACTION TO BE TAKEN TO DEAL WITH THE INCIDENT AND DETAILS OF SUPPORT OFFERED TO VICTIM AND PERPETRATOR

What action(s) was / were taken to deal with the incident?

- Warning to the perpetrator
- Discussion with the victim's parent(s) / guardian / carer
- Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify)
- Other action (please specify)
- No action

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

The school should retain this form.

The LEA will regularly collect information about racial incidents.